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ABSTRACT

Project Career Education Activities for Grades K-3 is based on the overall Area 2 (Portland, Oregon) program goals for career education which proposes that children completing school should have sufficient knowledge and competencies to enter into a field of employment or advanced training program in that field. The first section discusses the project's goals, concepts, and components, related to the total K-10 career awareness and exploration program, discussing the educational strategies of resource development, field trips, speakers, file folders, and self understanding surveys. The body of the document is divided into integrated career awareness activities for the following grade levels: kindergarten/grade 1 (with sections entitled ourselves, school, others, jobs, and making things); grade 2 (with sections entitled vocational, family, citizenship, and leisure); and grade 3 (with sections entitled health and science, music, language arts, self awareness, and social studies). For each activity the theme, grade level, curriculum area, life role, purpose, objective, material/resources, and teaching procedures are specified. The document concludes with sample activity blanks and evaluation forms. (BP)

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AWARENESS
EXPLORATION
PREPARATION
CAREER
EDUCATION

PORTLAND PUBLIC SCHOOLS
AREA II

K 6

ACTIVITIES FOR CAREER EDUCATION

"NOT TO TEACH DIFFERENT THINGS
BUT TO TEACH DIFFERENTLY"

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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K-3

GRADE 4–6

CE004578

AWARENESS
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PROJECT CAREER EDUCATION
PCE/K-10

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[illegible] Center
Phone: [illegible]

PCE / K-10
Activities for Career Education

Grades K-3

Marshall Attendance Area
Portland Public Schools
Area II

Acknowledgment --

This Career Education Activity Book is the result of the work of a writing team representing the 12 schools in the Marshall High School Attendance Area.

The writing team included:

Barlow	Ed O'Brien Juanita Rader
Bridger	Gloria Dosch Mary LeBold Pat Pulley Robert Turner
Clark	Esther Daniel Jean Morgan Harold Munsey
Kelly	Sue Benson Becky Rowan
Lent	Elenora Maier
Marysville	Barbara Green Harriet Haslebacher
Whitman	Betty Aschenbrener Karen Kazen
Youngson	Gwen Parker

Coordinated by: Margaret Lorenzen
Jerry Reed

Project Coordinator: Tom Parr

Area II Career Education Specialist: Leroy Wallis

Why Career Education?

Portland School Board Action Number 5338 July 12, 1971 was one of the actions by the Board of Directors. Its title was Learning Opportunities Career Education Department. This action appeared in the minutes as follows:

> "WHEREAS, The public schools are responsible for providing every young person with learning opportunities that will enable him to discover his individual interests and abilities. Those learning opportunities should help him explore the many avenues of productive activity that might challenge and extend his talents, of choice, self-direction, self-discipline, and responsibility. Every person who hopes to play a productive role in society must have some sort of occupational preparation since his place in society is, to a considerable degree, determined by his work role. Therefore, an orientation to the world of work and preparation for a career are necessary to his development, therefore, be it further
>
> RESOLVED, It is recommended that the Board of Education hereby approve in principle this Career Education program, give it high priority, and provide additional financial assistance as it becomes possible."

Career Education Is---

Career education is a developmental process which is designed to help all individuals prepare for their life roles: family, citizen, occupational and avocational. Career education enables students to examine their abilities, interests, and aptitudes, relate them to career opportunities; and make valid decisions regarding further education and/or work.

Career education becomes a part of all levels of education from kindergarten through adult life. Kindergarten through grade 6 will provide an awareness of the world of work and an understanding of the value of work to the individual and family.

Through grades 7-10, the student will explore and try out his talents and interests and make tentative occupational and educational choices.

Grades 11 and 12 will provide an opportunity for the student to prepare for entry into a broad occupational area and/or advanced educational programs after high school.

Post-secondary programs will provide for specialized training, upgrading of skills, and retraining opportunities.

Career education is not a separate course in the school curriculum, nor an isolated activity; it is a combined effort of school and community. It is a current, on-going, activity, oriented process incorporated throughout the curriculum, designed to help the individual develop the skills and knowledge for effective participation in all life roles.

(This definition was developed by principals and coordinators of the Madison Attendance Area Planning group and is derived from over 40 definitions from across the country.)

AWARENESS
EXPLORATION
PREPARATION
CAREER
EDUCATION

PROJECT CAREER EDUCATION
PCE/K-10

PORTLAND PUBLIC SCHOOLS
Dr. Don W. James
Area II Superintendent
Tom Parr
Project Coordinator
3905 S.E. 91st Ave. / Portland, Oregon 97266 / (503) 777-2339

Dale Parnell
uperintendent of Public
nstruction

eonard Kunzman
irector of Vocational
ducation

onald Gilles
oordinator, Program
evelopment and Evaluation

r. Dan Dunham
oordinator, Applied Research

Dr. R.W. Blanchard
Superintendent of Portland
Public Schools

Dr. Edwin Schneider
Superintendent's Associate
for Instructional Support

Marvin Rasmussen
Director of Career Education

[illegible]eonard Carpenter
[illegible]tant Director of
[illegible]er Education

eroy Wallis
Area II Career Education
Specialist

PROJECT SCHOOLS
Marshall High School
3905 S.E. 91st Ave.
Barlow Elementary School
3700 S.E. 92nd Ave.
Binnsmead Elementary School
2225 S.E. 87th Ave.
Bridger Elementary School
7910 S.E. Market St.
Clark Elementary School
1231 S.E. 92nd Ave.
Foster Elementary School
5205 S.E. 86th Ave.
Kelly Elementary School
9030 S.E. Cooper
Lent Elementary School
5105 S.E. 97th Ave.
Marysville Elementary School
7733 S.E. Raymond
Whitman Elementary School
7326 S.E. Flavel
Woodmere Elementary School
6540 S.E. 78th
Youngson Elementary School
2704 S.E. 71st Ave.

GOALS, COMPONENTS AND CONCEPTS
FOR
PROJECT CAREER EDUCATION K-10

Attached you will find the project goals, and components and concepts that will be implemented during the 1973-74 school year. The goals, components and concepts were originally developed as an exploration guide by teachers from project schools in June 1972. This is the revised and expanded K-10 project guide developed in June 1973 by building coordinators from project site schools.

If this office can be of further assistance, we will be pleased to honor your request.

Tom Parr
Project Coordinator

PROJECT CAREER EDUCATION K-10

Project Career Education K-10 is based on the overall Area II program goal for Career Education which proposes that:

> Every child shall, upon completion of his public school education, possess sufficient knowledge of many occupational fields, including knowledge of entry requirements, to be able to make an informed selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

PCE K-10 is further divided into CAREER AWARENESS and CAREER EXPLORATION.

CAREER AWARENESS

Every learner, upon completion of the kindergarten through grade six portion of his public school education, will have developed an awareness of the world of work including:

A. knowledge of a variety of occupations and their related tools and duties,

B. knowledge of contribution and interdependence of work done by members of society,

C. relationship of subject matter to the world of work,

D. and an awareness of self as related to the life roles of family, citizen, leisure, and vocation.

Goals for Career Awareness grades K-6 that support the overall Area II Goal should be of sufficient scope and depth to enable each student to:

A. explore and assess personal attitudes, aptitudes, attributes and interests.

B. examine the concepts of work and work roles and the many occupational possibilities.

C. develop attitudes, knowledge and skills needed for effective employment.

D. develop self awareness as related to the life roles.

By the completion of grade 6, students will have attained the Area II goals and sub-goals through their involvement in career awareness activities developed in the PCE K-10 Curriculum Activity Guide, Idea Book, People In Products and Services, and teacher developed career awareness activities.

(Career Awareness continued)

RESOURCES

GOAL: Career Education resources will be used by PCE K-10 schools.

CONCEPTS: Many resources are available in the area of career awareness for use by K-6 teachers.

OBJECTIVES: Every child upon completion of grade six will have become aware of jobs relating to people and things through the use of resources such as printed materials, audio-visuals, and career education activities in the classroom.

RESOURCES:
PCE K-10 Career Activity Guide
People in Products and Services Guide
Idea Book
1973 Audio-Visual Film Catalog
Ryan, C.W., Career Education Programs, Volume I, K-6

FIELD TRIPS

GOAL: Field trips with an emphasis on Career Awareness will be taken by students at each grade level.

CONCEPTS:

1. Field trips are an important means of enabling students to have exposure to people in real life work situations.
2. Field trips may be taken by a small group or a large group.

OBJECTIVES:

Through field trip experiences, the student will:

- a. observe the occupational diversity within the industry or business visited.
- b. observe and be able to identify jobs relating to people or things within the world of work.
- c. observe and be able to identify the health, safety, and grooming standards required by a variety of occupations.
- d. observe the dignity of work within a variety of occupational and economic roles.

(Career Awareness continued)

SPEAKERS

GOAL: Speakers with a career emphasis will be used as a means for career awareness at each grade level.

CONCEPTS:

1. Speakers are a valuable resource in a career awareness program. Through an effective speaker program, students have the opportunity to interact directly with persons in various avenues of work.

2. Specific speakers should be used in individual classrooms to further explore interest shown by students.

OBJECTIVES:

By the end of the sixth grade students will:

1. become aware of jobs relating to people and things.

2. become aware of the health, safety, and grooming requirements of the world of work.

3. students will acknowledge that every human being, in every economic role, has human dignity and the right to the respect of himself and others.

K-6 SPEAKER'S GUIDE

1. Indicate the company you work for, its purpose and how many jobs there are in the company.
    a. Number of different jobs
    b. Number employed in each job title
    c. Kinds of work preformed
2. Employment Requirements
    a. What are the educational and training requirements?
    b. How long does it take to learn to do this kind of work?
    c. How old must one be to get a job of this kind?
    d. What are the physical requirements for the job?
3. Working conditions
    a. Is it indoor or outdoor work?
    b. Is the work seasonal?
    c. What hours do you work?
    d. What are the weekly or monthly earnings?
    e. Is there any special clothing or equipment you wear?
    f. How much vacation time?
4. Employer - Employee Expectations
    a. Dress and appearance
    b. Responsibility and authority
    c. Attitude and mutual respect
    d. Interpersonal relationship

CAREER EXPLORATION

Project Career Exploration 7-10 is based upon the Area II Goal of Portland Public Schools which states:

> Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster based skill training program in which to participate beginning at grade 11.

I. Goals for Career Exploration Grades 7 through 10 that support the overall Area II Goal should be of sufficient scope and depth to enable each student to:

A. gather for his own use as much information about himself as possible -- his needs, goals, abilities, values, interests, attitudes, beliefs, and traditions.

B. learn to use resource materials and personnel for in-depth study of occupations.

C. evaluate himself as a future employee -- what factors about him might affect his getting, holding, and succeeding in a job.

D. recognize the inter-relationship of the life roles: vocational, leisure, family, and citizenship.

E. acknowledge that every human being, in every vocational role, has human dignity and the right to the respect of himself and others.

F. apply and extend the basic skills of reading, computation, composition, spelling, speaking and listening.

THE OUTCOMES LISTED BELOW ARE THE MINIMAL EXPECTANCIES FOR EACH GRADE LEVEL.

II. By the end of grade 7:

A. Given a list of 15 job clusters and related occupations, students will be able to match the two with 80% accuracy.

B. Given the list of 15 jobs, students will place those jobs according to the data, people, things classificiations with 80% accuracy.

(Career Exploration continued)

C. The students will choose and research, independently or in groups, one area of career interest and write a report to be included in the student's file folder.

D. The student will have at least one individually student planned on-site job observation using a written summary/check list to be included in the student's file folder.

E. The student will identify, locate, and use information in three career education resources.

F. The student will use the Job-O survey as a means of identifying individual areas of interest and their related occupations.

G. Each student will demonstrate the safe use of common household handtools such as the hammer, pliers, screwdrivers, adjustable wrench, saw, can opener, and broom.

H. The student will establish an individual file for maintaining career data throughout his school career.

I. The student will have group guidance and personal counselling by a professional staff member to assist in educational planning and course selection, where available, for grade 8.

J. The student will have applied for and received a Social Security card, and have recorded the number in his file folder.

III. By the end of grade 8:

A. Using the self-rating sheet, the student will develop a profile of himself to determine his relationships to jobs that focus on data, people, things. The profile will be in the file folder.

B. Using the USTES Interest Check List survey results, the student will research at least two areas of occupational interest and add these reports to his file folder.

C. The student will have participated in at least one individually planned field trip to observe occupations of personal interest in the community using and filing in his folder the report form.

D. The student will be able to list three of the major industries of greatest employment availability in Oregon. (Tool source: Manpower Resource of the State of Oregon - 1972.)

E. The student will demonstrate ability to find specific occupational information in the Occupational Outlook Handbook for a given job title.

(Career Exploration continued)

F. The student will list two health and safety practices and two grooming requirements for a given occupation. (Purpose: to have the student be aware of the decision making process as related to his personal life style and the world of work.)

G. The student will have had group guidance and personal counselling by professional staff members to assist in educational planning and course selection for grade 9.

IV. By the end of grade 9 each student will:

A. Demonstrate verbally or in writing his understanding of the relationship of a job to family, citizenship, and leisure time.

B. Explore, through a variety of media, at least two businesses representing industries, to become aware of job opportunities.

C. List at least ten of the Oregon clusters and at least five occupations which relate to each cluster.

D. Locate and relate employment trends and projections to at least one occupation of his choice.

E. Hear a minimum of five speakers from the community and record his reactions in his file folder.

F. Identify and record in file folder a maximum of three tentative cluster choices based on instruction, experience, and guidance.

G. Apply for and receive a work permit.

V. By the end of grade 10 each student will:

A. Have had an opportunity to take and have interpreted to him an interest survey and an aptitude test. (Tool source: GATB and USTES Interest Check List.)

B. Have used the CIS as a source of interest information.

C. Have a minimum of eight hours of hands-on experience in a cluster of his choosing and will document this in his file folder.

D. Consider the available career clusters and make a tentative cluster choice utilizing knowledge of himself -- his strengths and weaknesses, needs, values, abilities, and skills.

E. Have on file a satisfactorily written resume including all information identified as important by a job placement specialist.

FILE FOLDER

GOAL: To establish an individual file for maintaining career data throughout the student's exploratory years.

CONCEPTS:

1. Students will have an opportunity through maintainance of the folder over a four-year exploratory program to enhance their self-understanding.
2. As the student approaches the summer of his sophomore year he will be able to develop a personal resume by using the information contained within the folder.

OBJECTIVES:

The purpose of the file will be:

1. to provide a record keeping tool for the PCE 7-10 program.
2. to develop student responsibility by having him maintain his own Career Exploration file folder.
3. to have the student's career education data in one place for periodic self-evaluation and planning.
4. to record evaluations of the student's exploratory and hands-on experiences.
5. to include records of self-inventory surveys and interpretations.
6. to be used for a personal resume at grade 10.

The essential content of the file will be:

1. Composite four-year (grades 7-10) SUMMARY RECORD CARD (color card).
2. Self-inventory print-outs and records (Job-O, Interest Check List, CIS, GATB).
3. Personal resume done in grade 10.
4. Record of career cluster exploratory experiences.
5. Any other materials which the student feels are necessary for his information to be used in his career education program.

The implementation of the file will include:

1. establishment of the file at grade 7.
2. availability for the student's use at all times.

(File Folder continued)

3. responsibility for the up-dating of the file by the student.
4. Use PRIMARILY by the student.
5. storage/location with the homeroom teachers at grades 7 and 8.
6. storage/location in Humanities 1-2 Resource Center at grade 9.
7. storage/location in English Resource Center at grade 10.
8. storage/location will be made available to the student in the career center after grade 10. (Optional)

SELF-UNDERSTANDING SURVEYS

GOAL: A self-evaluation and understanding program will be used with students in grades 7 through 10 in each of the project schools.

CONCEPTS:

Due to the structure and complexity of society today students are frequently not familiar with job titles and descriptions of people with similar interests and aptitudes to their own.

Through use of interest inventories, aptitude tests and occupational access systems students will begin to identify and explore their personal interests and aptitudes in relationship to those of successful workers.

OBJECTIVES:

1. Each 7th grade student will have used the Job-O interest inventory Survey and completed a research of the job that is of greatest interest.
2. The 8th and 10th grade students will have been provided a computer print-out of the results obtained from using the USTES Interest Checklist. They will then be counseled individually/ or in groups concerning the results.
3. Students in the 9th and 10th grades will have an opportunity to use the Career Information System located at Marshall High School. Their computer print-out will be given to them for filing in their career folder. (The CIS needle sort is available at 8-10 levels.)
4. Most students at the 10th grade will have taken the General Aptitude Test Battery. The results of this will be interpreted to the student in group and/or individual couseling meetings.

TESTING / INTEREST INVENTORIES

		JOB-O	USTES Int. Check List	CIS Career Info. System	GATB
	When	X			
7	Where	Home Room			
	Who	Teacher			
	When	(optional)	X	(Needlesort)all year	
8	Where		Home Room	Home Room	
	Who		Teacher	Teacher	
	When			Any time	
9	Where	(optional)		C-9 Marshall	
	Who			Departmental	
	When	(optional)	X		October/Nov.
10	Where		Language Arts	C-9 Marshall	Language Arts
	Who		Teacher	Departmental	Teacher/Counselor

RESOURCES

GOAL: Career education resources will be used by PCE 7-10 schools.

CONCEPTS:

1. Many resources are developed and being developed throughout the country in the area if career education.
2. Students will have an opportunity to explore a variety of career education resources.
3. Students will learn to use resource materials and personnel for in-depth study of occupations.

OBJECTIVES:

Every learner upon completion of grade 7 will:

1. demonstrate an ability to use the newspaper as a career education resource.
2. use the Occupational Outlook Handbook in correlation with JOB-O and other student exploratory experiences.
3. become aware of jobs relating to data, people, and things through the use of resources such as SRA kits, printed materials, and audio-visuals.

Every learner upon completion of grade 8 will:

1. be able to list the major industries of greatest employment availability in Oregon through use of Manpower Resource of the State of Oregon.
2. have had the opportunity to choose and explore at least two areas of occupational or avocational interest through the use of the SRA kits, Occupational Outlook Handbook and other appropriate resources.
3. analyze himself in relationship to jobs that focus on people, data and things through the use of the USTES Interest Check List print-out and Dictionary of Occupational Titles. (Optional)

Every learner upon completion of grade 9 will:

1. be familiar with the Oregon clusters and their related occupations.
2. become aware of employment trends and projections through use of the Occupational Outlook Handbook and its supplements.

Every learner upon completion of grade 10 will:

1. become familiar with employment trends and projections with an emphasis on his tentative cluster choice through the use of the Occupational Outlook Handbook and its supplements. (Optional: DOT)
2. use the Dictionary of Occupational Titles for interpretation of the GATB print-out to aid in making his tentative cluster choice. (Optional: DOT).

FIELD TRIPS

GOAL: Field trips with an emphasis on career exploration will be taken by students at each grade level.

CONCEPTS:

1. Field trips an an important means of enabling students to have exposure to people in real life work situations.
2. In the seventh grade exposure should be of short duration and a wide variety of occupations.
3. As the student progresses through the exploratory program (grades 8, 9, and 10) the exposure to a wide variety of occupations should be narrowed to those of his prime interest. The time spent on exploring this chosed number of occupations should increase.
4. Field trips may be taken by an individual, a small group, or a large group.

OBJECTIVES:

Through field trip experiences, the student will:

a. observe the occupational classifications within the industry or business visited.

b. observe and be able to identify jobs relating to data, people, or things within the business or industry visited.

c. observe and be able to identify the health, safety, and grooming standards required by the business or industry visited.

d. observe the dignity of work within a variety of voacations.

Every learner upon the completion of the seventh grade will have at least one on-site job observation.

Every learner at the colpletion of the eighth grade will have particiapted in at least one field trip to observe representative occupations in the community.

Every learner at the completion of grade nine will have explored businesses representing a variety of industries to become aware of job opportunities, employment trends and projections.

Every learner at the completion of grade ten will have had minimum of eight hours of hands-on experience in a cluster(s) of his choosing.

PCE K-10
June/73

SPEAKERS

GOAL: Speakers with a career emphis will be used as means of career exploration at each grade level.

CONCEPTS:

1. Speakers are a valuable resource in a career exploration program. Through an effective speaker program, students have the opportunity to interact directly with persons in various avenues of work.

2. At the seventh and eighth grade a series of speakers representing the Oregon clusters will present a wide variey of exploratory experiences. This will be accomplished through an assembly program over a two year period.

3. Specific speakers should be used in individual classrooms to further explore interest shown by students. To coordinate the 8th grade curriculum, the emphasis should be on Oregon indurtries.

4. At the high school level, a Career Exploration Fair, a series of Covocation programs and departmental careers information fair will be instituted.

OBJECTIVES:

By the end of the tenth grade students will:

1. be familiar with occupational classifications in career cluster.

2. become aware of jobs relating to data, poeple, and things.

3. become aware of the health, safety, and grooming requirements of certain occupational classifications.

4. students will acknowledge that every human being, in every vocation hae human dignity and the right to the respect of himself and others.

7-10 SPEAKER'S GUIDE

(This might be used as outline by a speaker)

1. Indicate the career cluster category in which your specific job applies.

2. Briefly list the various, individual jobs and their work functions and each income range.
    a. Entry level, educational requirements
    b. Advancement opportunities
    c. Post-employment education opportunities
        1. On the job training
        2. Personal improvement
        3. Special educational programs
    d. Sources of career opportunities
        1. Government
        2. Private employment
    e. Trend and future opportunities in the field

3. Specific considerations
    a. Working conditions
        1. Advantages
        2. Disadvantages
        3. Hours (shift hours, etc.)
    b. Memberships
        1. Unions
        2. Professional
    c. Benefits
        1. Employer (Credit Unions, Educational programs, retirement, medical, vacation pay, coffee breaks, etc.)
        2. Industry (relates to industry-wide benefits)
        3. Trade or professions (relates to specific benefits, not offered by the employer)

4. Employer - employee expectations
    a. Dress and appearance
    b. Responsibility and authority
    c. Attitude and mutual respect
    d. Interpersonal relationship

5. Use of tools, uniforms, special hardware of software as a part of the presentation.

SPEAKER'S BUREAU FORMAT

Speaker's Bureau format which is to include one speaker from each of the 14 Oregon clusters by the end of a two year period.

Format: Assembly of 7-8 grade students. 40 minutes time period to include presentation and (?) answer period.

	Kelly	Lent	Marysville	Woodmere	Binnsmead	Whitman
72-73						
Sept	1	2	3	4	5	6
Oct	7	1	9	10	11	12
Nov	13	14	1	2	3	4
Jan	5	6	7	8	9	10
Feb	11	12	13	14	1	2
Apr	3	4	5	6	7	8
May	9	10	11	12	13	14
73-74						
Sept	2	1	4	7	6	5
Oct	8	7	10	9	12	11
Nov	14	13	2	3	4	1
Jan	6	9	8	1	10	9
Feb	10	11	12	13	14	3
Mar	12	5	14	11	8	13
Apr	4	3	6	5	2	7

. . . .

Key:

1 - Agriculture

2 - Bookkeeping/Accounting

3 - Clerical

4 - Secretarial

5 - Marketing/Distributive Education

6 - Health

7 - Social Service

8 - Food Service

9 - Electrical-Electronics

10 - Construction

11 - Metal Working

12 - Mechanical and Repair

13 - Wood Products

14 - Graphic Arts

Career Awareness

Grades K-1

Barbara Green
Harriet Haslebacher
Gloria Dosch

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WE LEARN ABOUT OURSELVES

CAREER AWARENESS

Theme: New Names, New Faces

Grade Level K-1
Curriculum Area Social Studies
Math
Life Role Citizen
Other Self-Awareness

Purpose: To learn children's names, geometric names and color names.

Objectives:

1. The teacher will call all children by their first names by the end of the day.
2. The child will read his first name.
3. The child will say his teacher's name.
4. The child will describe the geometric shape of his name tag.
5. The child will identify the color used for his name tag.

Materials: Name tags in following shapes (circle, square, triangle, and rectangle) to be reproduced in eight different colors.
Teacher's key to the children's names
Bulletin board
Felt pen

Procedures: Before school begins:
The teacher makes name tags from class list on different colored circles, squares, rectangles and triangles. The teacher pins the name tags on bulletin board so names cannot be read.

1. Show the children a large circle, square, rectangle, and triangle. Have the children describe the geometric shapes.
2. Send one child to the bulletin board to locate a specific shape and color. His name will be on the back. The teacher asks, "What word is on the back?" (His or her name)
3. Pin the name tag on the student.
4. The teacher has a name tag also. My name is __________. Be sure the children are able to pronounce it.

Optional:
Basic Activity 2 from Teacher's Planning Calendar, Inquiring About People, Holt Rhinehart and Winston, pages 6-7.

CAREER AWARENESS

Theme: Where Do I Live? I

Grade Level	K-1
Curriculum Area	Social Studies
Life Role	Family
	Citizen

Purpose: To become familiar with their home address.

Objectives: Each child will point to his own address slip on the bulletin board.

Materials: Strips of paper for children's addresses (approx. 4" x 12")
2 larger strips of paper for sentence labels
Felt pen

Procedure:

1. Teacher makes the following two sentences as labels for the bulletin board.
   a. A home is more than a house.
   b. When people live in a house, it becomes a home.
2. Teacher makes slips of paper with child's name and address on them.
3. Teacher starts lesson by questioning children.
   a. Do you live in a house?
   b. Do you know what street you live on?
   c. Do you know your house number?
4. Children receive their own address slip.
5. Child tries to read his number and street.
6. Put address slips on bulletin board
7. Activity to follow same day or next day.

CAREER AWARENESS

Theme: Where Do I Live? II

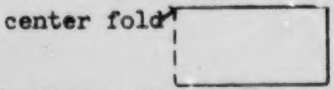
Grade Level K-1
Curriculum Area Social Studies
Life Role Family, Citizen

Purpose: To become familiar with their home and address.

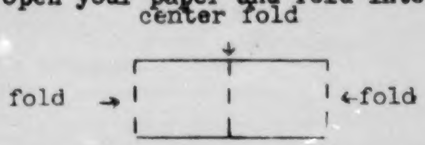
Objectives:
1. Each child will follow directions fold and cut out his home.
2. Each child will identify his home by coloring it.

Materials: 9 x 24 manilla paper, pencils, crayons, scissors.

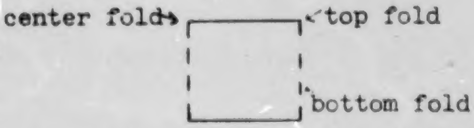
Procedure:
1. Teacher folds and cuts one sample
2. Teacher folds and cuts second sample with children.
   - a. Fold your paper ½ long way.



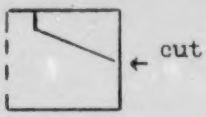
   - b. Open your paper and fold into ¼'s toward the center.



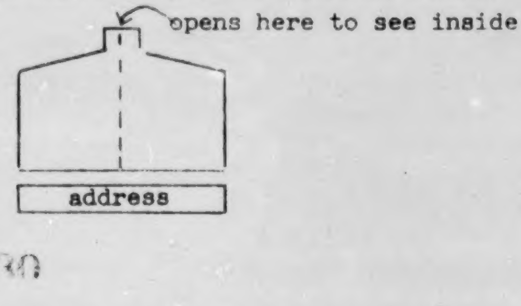
   - c. Close at center fold toward your body-left side to right.



   - d. Draw chimney and roof slant and cut.



3. Each child opens up and color inside and outside of his home.
4. Pin up homes above address on bulletin board.



CAREER AWARENESS

Theme: Here Comes the Judge!

Grade Level	K-1
Curriculum Area	Language Arts
Life Role	Vocational

Purpose: To be able to write letters of the alphabet.

Objectives: After learning 4 letters of the alphabet, the children will write one of them on the board.

Materials:
blackboard
eraser
chalk

Procedure: about 20 minutes

1. One child leaves the room. He is the Judge.
2. Teacher chooses a letter. (i.e. Capital A)
3. Class makes letter in the air.
4. Teacher chooses 6 children to write letter on the board.
5. Children return to their seats.
6. The Judge comes in and chooses the best letter.
7. The child who wrote the chosen letter is the new Judge.

Optional:

This writing game can be used with numerals or words.

CAREER AWARENESS

Theme: Class Newspaper I

Grade Level	1
Curriculum Area	Language Arts
Life Role	Leisure

Purpose: To share our leisure experiences.

Objectives: Each child will verbally report to the class one "news item" from his week-end experiences.

Materials: None

Procedure: Morning (20 Minutes)

1. After a week-end, ask child to select one experience he has had.
2. Every child reports his experience to the class.
3. Activity II to follow up on the same day.

CAREER AWARENESS

Theme: Class Newspaper II

Grade Level 1
Curriculum Area Language Arts
Life Role Leisure

Purpose: To share our leisure experiences.

Objectives: Each child writes his own news.

Materials:
- Primary story paper, cut in half
- Primary dictionaries
- Pencil
- Crayons

Procedure: (20 minutes in the morning)

1. Pass out primary story paper.
2. Each child's seatwork assignment is to write their news and illustrate it. The children sound words out to the best of their ability. Primary dictionaries can be used. The exceptionally talented spellers are helpers.
3. Activity III to follow on the same day or next day.

PCE K-10
June/73

CAREER AWARENESS

Theme: Class Newspaper III

Grade Level 1
Curriculum Area Language Arts
Life Role Leisure

Purpose: To share our leisure experiences.

Objectives: Each child reads his own news from the class newspaper.

Materials:

1. typist (maybe a VIP)
2. primary typewriter, if available
3. ditto masters
4. ditto paper
5. ditto machine
6. stapler

Procedure: Afternoon:

1. During lunch time or after school, typist types the news on a ditto, runs it off, and staples it.
2. A "news person" is selected to pick up the newspapers in the office and delivers a copy to each child.
3. The original news reports are given back to each child.
4. Each child studies their own report and as many others as they can read.
5. Each child reads his own news report out loud to the class.

PCE K-10
June/73

CAREER AWARENESS

Theme: I AM ME - YOU ARE YOU

Grade Level K-1
Curriculum Area Social Studies
Life Role Citizen
Other Self-Awareness

Purpose: To help children understand that other people with whom they associate experience common feelings.

Objectives: Volunteers from the class will verbally express feelings that describe "I am me when..........."
Each child will express a feeling of his choice by illustrating with crayons on paper.

Materials:
12 x 18 construction paper (any color) for each child
crayons
felt pen
1 - 2 inch chart ring

Procedure: As a pre-activity: 15 minutes

1. Motivate a class discussion by asking questions such as: "Do you ever feel happy, sad, angry, silly, miserable, etc.?"
2. Guide the discussion so children discover that other people have the same types of feelings. (such as classmates, teachers, siblings, neighbors, parents)
3. Ask 3 or 4 volunteers to verbally express, "I am me When ...." Children should respond in sentence form. For example, "I am me when I am laughing."

1. Distribute paper to each child. Each child then writes at top of paper, "I am me when....." (Teacher writes this for kindergarten child)
2. Teacher then asks each child to finish his sentence and she writes his response.
3. Children illustrate with crayons.
4. Assemble individual pictures. Punch hole and fasten together with chart ring to make a booklet.

CAREER AWARENESS

Theme: Teddy's Tasting Fair I

Grade Level	K-1
Curriculum Area	Science
Life Role	Leisure-Family
Other	Self-Awareness

Purpose: To acquaint children with the taste of many kinds of food.

Objectives: After listening to the story of Teddy the Taster, all the children will classify the foods Teddy tasted into 3 headings (SALTY, SOUR and SWEET)

Materials:
1. Book: Teddy the Taster, (An I Wonder Why Reader) Holt, Rinehart, Winston
2. Blackboard and chalk or chart paper and felt pen

Procedure:
1. Read the book Teddy the Taster.
2. Write column headings of SALTY, SOUR and SWEET.
3. Classify the foods Teddy tasted, (the class together)
4. Follow-up with Activity II.

CAREER AWARENESS

Theme: Teddy's Tasting Fair II

Grade Level	K-1
Curriculum Area	Science
Life Role	Leisure Family
Other	Self-Awareness

Purpose: To acquaint children with the taste of many kinds of food.

Objectives: Given a selection of at least seven foods, each child will taste each food and identify five of them while blindfolded.

Materials:

1. Bite size food which might include bread, celery, carrots, peanuts, raisins, cabbage, pickles, grapefruit, candy, etc.
2. Blindfolds
3. Chairs
4. 1 paper plate for each child
5. 1 spoon for each child

Procedure:

1. A small group of children are chosen for the tasting team.
2. The team sits in chairs wearing blindfolds and holding their dish and spoon.
3. The teacher and a few of the children serve the team by placing one food at a time on their spoon. The paper plate serves as a catch-all.
4. Each child attempts to identify the food they are served.
5. Some will classify the food as to Salty, Sour or Sweet.
6. The team changes until all children have had a turn. The teams can be changed on one day or this activity may be continued for several days.
7. Follow-up with Activity III.

CAREER AWARENESS

Theme: Teddy's Tasting Fair III

Grade Level K-1
Curriculum Area Science
Life Role Leisure-Family

Purpose: To acquaint children with the taste of many kinds of food.

Objectives: Given a selection of at least ten different foods, each child will taste at least seven of them.

Materials:

1. At least ten different kinds of foods to taste (samples only)
2. Paper plates
3. Tooth picks
4. Butcher paper
5. Napkins or paper towels
6. Refrigerator (cafeteria)

Procedure:

1. Parents are usually more than willing to donate one food per family for this event. Room mothers could help you.
2. Foods are placed on a long table covered with butcher paper.
3. Paper plates, napkins (or paper towels) and toothpicks are provided.
4. Each child walks around the table taking a small sample of each type of food.

PCE K-10
June/73

CAREER AWARENESS

Theme: The Case of the Mystery Foods

Grade Level K-1
Curriculum Area Social Studies
Science
Life Role Leisure
Other Self-Awareness

Purpose: To acquaint children with one unfamiliar food item.

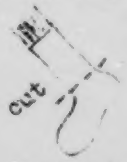
Objectives:
1. Given a mystery box, each child will touch a papaya and make one guess as to it's identity.
2. Given a sample of the papaya, each child will taste the fruit.

Materials:
1 man's stretch sock
Large oatmeal box
½ yard colorful material or contact paper
Rubber cement or glue
2 papayas - 1 cold papaya, 1 papaya cut into small slivers.

Procedure: How to make a mystery box:

a. Glue material around outside of oatmeal box.
b. Cut off and discard the food of a large man's stretch sock.
c. Stretch the sock over the open end of the oatmeal box. Adhere the sock to the container with glue.

A.



B.

1. Place papaya in mystery box previous to activity.
2. Children sit in a circle and one at a time reach into mystery box to feel unknown food.
3. Teacher may use guide questions such as:
   Is it cold or warm?
   What is it's shape?
   Is it soft or hard?
   Is it rough or smooth?
   Is it large or small?
   Can you smell it?
4. After each child has touched the food and told one characteristic about it, then the group tries to identify the name.
5. Pass a plate of peeled and sliced papaya around the circle for each child to taste.

(continued)

The Case of Mystery Foods (Continued)

Optional: Other foods may be used. Occupational tools may be substituted for foods and labeled "The Case of the Mystery Tools".

CAREER AWARENESS

Theme: Balancing the Scales

Grade Level K-1
Curriculum Area Math
Science
Life Role All

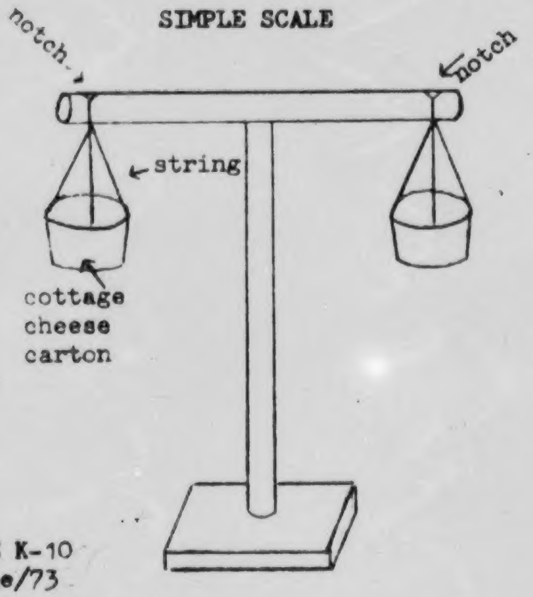
Purpose: To provide children an opportunity to balance a scale.

Objectives: Given a scale and small objects, each child will balance the scale.

Materials:
Simple balance scale (may be borrowed from a teacher's center, or it can be constructed from easily obtained materials.)
Large box lid (from a grocery store) or a tray.
Small items to weigh such as dry beans, rice, corn meal, peas, small blocks, dominoes, etc.

Procedure:
1. Place scale and objects to be weighed on a tray or box lid to help organize materials in one area.
2. Teacher gives no specific directions. Let children experiment and discover for themselves how the scale works.
3. Answer any questions the children may have.

SIMPLE SCALE



Base: Upright dowel may be:
1. Placed in plaster of paris filled container.
2. Placed in sand filled bleach bottle.
3. Nailed to a block of wood.

Cross Dowel:
Pound 1 #6 nail partially into the top of upright dowel (parellel to the floor.)

Pound 2 #6 nails partially in exact center of cross dowel (one nail width apart.)

Slip cross dowel over upright dowel.

CAREER AWARENESS

Theme: Mr. Five Senses

Grade Level K-1
Curriculum Area Science- Art
Life Role Leisure
Other Self-Awareness

Purpose: To make a sack puppet to illustrate our five senses.

Objectives: Given the materials and directions, each child will cut and paste 1 sack puppet.

Materials: Felt pen, sheet of tag board, colored paper - yellow, purple, orange, red, blue, green
paper lunch bag - 1 per student
paste

Procedure: Teacher makes a chart for the class. On the chart put on puppet sample.

Mr. Five Senses

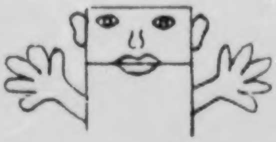
I can see. Can you?

I can hear. Can you?

I can smell. Can you?

I can taste. Can you?

I can touch. Can you?



PCE K-10
June/73

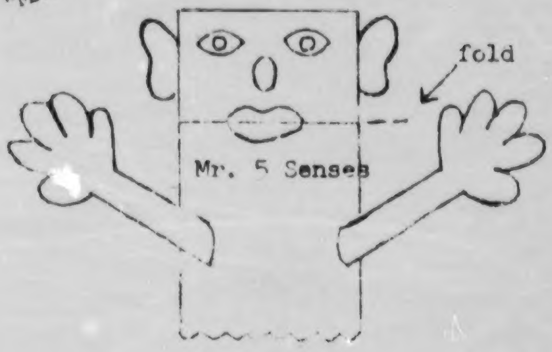
Mr. Five Senses (continued)

Call the children up to you. Have them sit Indian-style. Show the children how to make Mr. Five Senses.

- a. Cut out mouth and lips (red)
  Paste on sack.
- b. Cut out arms (green)
  and hands (blue)
  Paste hands to arms and paste arms to sack.
- c. Cut out nose (orange)
  Paste on sack.
- d. Cut out eyes (purple)
  Paste on sack.
- e. Cut out ears (yellow)
  Paste on sack.
- f. Label with felt pen -- Mr. 5 Senses.

Optional: This activity can be used with Unit I in Modern Elementary Science by Holt Rinehart Winston, Inc.

"MR. FIVE SENSES"



CAREER AWARENESS

Theme: Your Hair and Mine

Grade Level K-1
Curriculum Area Social Studies
Art
Life Role All
Other Self-Awareness

Purpose: The children observe and compare their hair color with that of other children and classify accordingly.

Objectives:

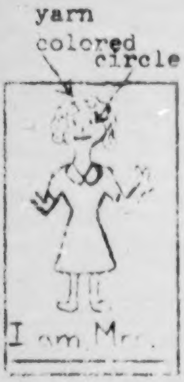
1. Children will observe the hair color of their classmates.
2. Each child will select yarn to best match their hair color (from 6 shades.)
3. Given materials, each child will draw a picture of himself.
4. Given a circle, each child will paste it on his picture for his face.

Materials: Yarn cut in 36" lengths (black, light brown, dark brown, light yellow, gold, red)

colored paper circles (3")
stripe of manilla paper 4x12
felt pen
scissors
crayons
glue

Procedure: (30 Minutes)

1. Teacher calls on children and asks them to name another child and classify his hair color.
2. Teacher asks child if he agrees with his friend's classification.
3. After several children have classified each other, teacher chooses six children who represent the six shades of yarn.
4. Teacher shows children a sample of the art project to be done.



5. Distribute materials (paper, scissors, circles, glue, crayons.)
6. Children choose yarn which matches their hair color the best.
7. Children make themselves.
8. Teacher writes I am ___________ on their pictures.

Optional:

This lesson fits into Basic Activity III from Teacher's Planning Calendar, Inquiring About People by Holt Rinehart and Winston, Inc. pages 8 and 9

WE LEARN ABOUT SCHOOL LIFE

CAREER AWARENESS

Theme: Visiting Other Classrooms

Grade Level	K-1
Curriculum Area	All
Life Role	Citizen

Purpose: To help children become familiar and comfortable within the atmosphere of another classroom.

Objectives: Each child will visit a classroom (preferably the grade following their present one.)

Materials: None

Procedure: Before:
Teacher works out a time arrangement with other teacher(s) who are participating with the visitations.

1. Two children visit a classroom together. No special instructions are given as each experience will be a unique one. Each child may take a chair with him if teacher to be visited requests it.
2. Visitations for all children will take from one to two weeks to complete. They may be repeated several times during the school year.

CAREER AWARENESS

Theme: Special Delivery

Grade Level K-1
Curriculum Area All
Life Role Vocational

Purpose: To acquaint children with the procedure of completing a task after collecting a week's work.

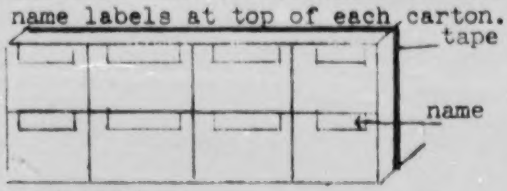
Objectives:
1. Each child will deliver his daily work papers to his own mailbox.
2. Each child will design his own work folder using pencil, crayons and a ruler.

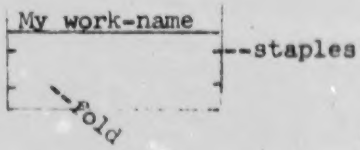
Materials:
gallon milk carton for each child
scissors
masking tape
3 x 5 cards for name labels
felt pens
one sheet 18" x 36" plain newsprint for each child
crayons, rulers, pencils.

Procedure: Before Activity:

A. Teacher has children bring in 1 gallon milk cartons. Teacher then cuts off tops of cartons and tapes cartons together sideways. Cut 3 x 5 cards in half lengthwise and write individual names on them for labels. Tape name labels at top of each carton.

(A)





B. Work Folders

Teacher folds newsprint in half leaving a 2 inch margin at the top and staples each side as shown above.

1. Distribute work folder, crayons, pencil and ruler to each child.
2. At the chalkboard, teacher instructs children to write "My Work" and their name at the top of the folder. Children use pencils to copy.
3. Using rulers, children form various designs over entire work folder.
4. Children color designs with crayons.
5. When work folders are completed, each child takes his work papers (accumulated for the week) from his milk carton mailbox, puts them in his work folder and delivers them to his home.

CAREER AWARENESS

Theme: Our Helping Hands

Grade Level K-1
Curriculum Area Social Studies
Life Role Citizen
Other Division of Labor

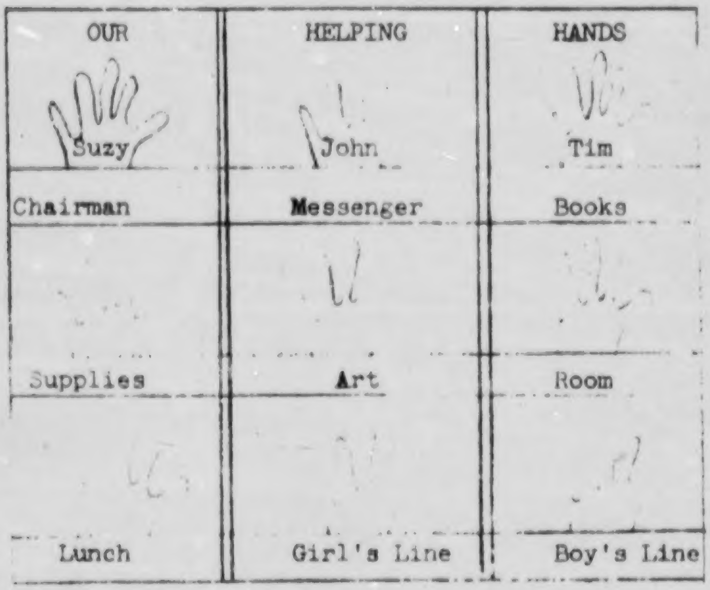
Purpose: To develop pride in their own classroom and a sense of responsibility for its operation.

Objectives: After a class discussion on the division of labor in our classroom, nine children choose jobs.

Materials:
Masking tape
White cardboard
Felt Pen
Colored paper (2 kinds)

Before the class lesson:

1. Teacher makes a chart consisting of a class list and jobs. The jobs are listed across the top. (i.e. chairman-messenger-books, etc.) The names are in a column down.
   (John
   Suzy
   Jim, etc.)
   This chart is used all year for teacher's record of who has done what job.
2. Teacher makes a class chart with pockets for children's jobs.



Theme: Our Helping Hands (continued)

3. Teacher makes hand shapes for each child. Use your hand for pattern. Choose 2 colors, one for boys and one for girls. Put children's names on the hands.

Procedure:

1. Discuss our school room with the children. Stress that it is theirs and we are a school family.
2. Discussion of each job and the division of labor.
   - a. The chairman is the teacher's assistant. He leads the flag salute, takes attendance, conducts show and tell, and substitutes for the teacher in case of emergency.
   - b. The messenger runs errands.
   - c. The book helper takes care of the room library.
   - d. The supply helper passes paper.
   - e. The art helper takes care of the paint area.
   - f. The room helper erases the board, checks desk tops and floor, excuses children at the end of the day.
   - g. The lunch helper keeps track of the lunch boxes and acts as host or hostess at the table.
   - h. Line leaders go to the head of the line and report any infractions of the rules.
3. Nine children choose the jobs. They serve for one week.
4. Teacher keeps track of who does what on her own record sheet.

CAREER AWARENESS

Theme: 4-Way Division of Labor

Grade Level 1
Curriculum Area All
Life Role Vocational

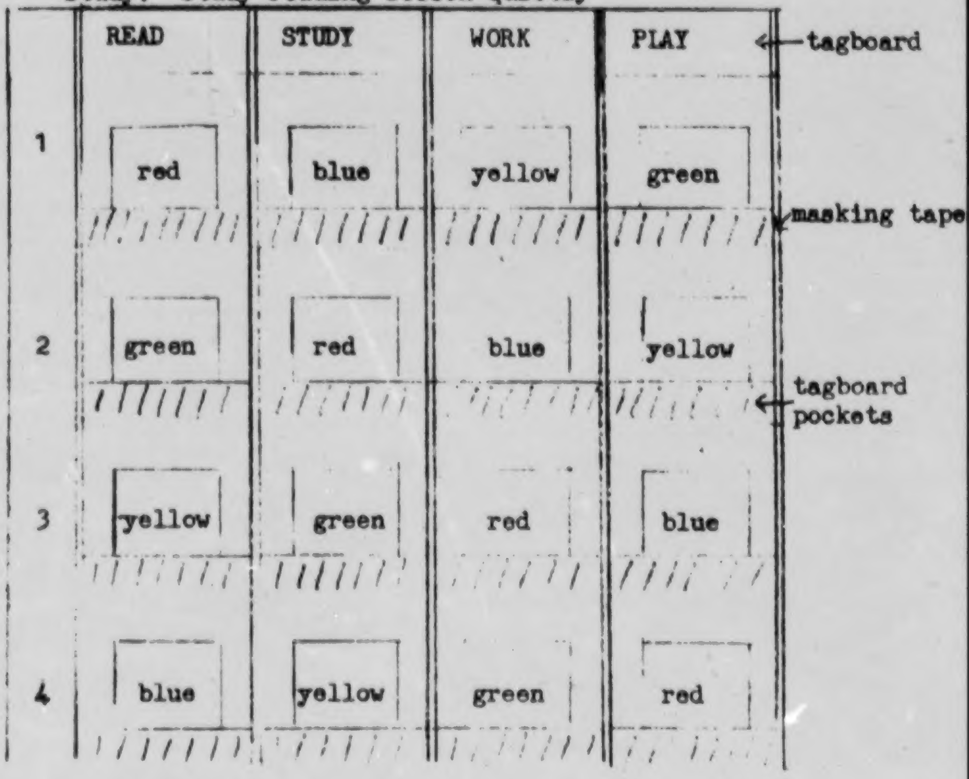
Purpose: To acquaint the children with a method of organizing their work and play.

Objectives: Each child reads, studies, chooses, or works at a scheduled time period.

Materials:
Tagboard
Masking tape
Red, blue, yellow and green construction paper
Felt pen

Procedure:

1. Teacher constructs chart similar to illustration. Chart is used all year.
2. Read: reading groups
   Work: seatwork for morning
   Choose: each child chooses an activity he would like to do (painting, house, chalkboard, blocks, stations, etc.)
   Study: Study reading lesson quietly



	READ	STUDY	WORK	PLAY
1	red	blue	yellow	green
2	green	red	blue	yellow
3	yellow	green	red	blue
4	blue	yellow	green	red

Theme: 4-Way Division of Labor (continued)

3. A bell can be rung or the lights turned out when it is time to change activities.
4. Each day the rows can be changed (i.e. row 1 colors placed on row 4, row 2 on row 3, row 3 on row 4, row 4 on row 1).
5. Occasionally the colors can be changed for each group.
6. Work periods are about 20 minutes long.

CAREER AWARENESS

Theme: Book Nook

Grade Level K-1
Curriculum Area Language Arts
Life Role Leisure

Purpose: To allow children to explore a variety of storybooks at their leisure.

Objectives: Given a variety of books and a quiet, comfortable corner, two children read or look at books.

Materials:
A remnant of carpet or carpet squares
Colorful pillows
Table
Books, books, books
Bookworms (children who love books)

Procedure:
1. Choose a corner of the room suitable for a book nook.
2. Lay down carpet remnant.
3. Add table (desk) and lots of books.
4. Scatter pillows on rug. (Parents are usually happy to donate old pillows)
5. Two children at a time may sit or lie on the carpet while looking at and reading books.

Optional: Children may elect to go to the book nook as a choose time activity.

CAREER AWARENESS

Theme: Ecology Is Our Bag

Grade Level K-1
Curriculum Area Art
Science
Life Role Citizen

Purpose: To help child learn to be actively responsible for his environment.

Objectives: Each child verbally gives a simple definition for the word "ecology" following a classroom discussion. Each child will create a "Litter Lover" from a paper lunch bag. Each child will collect litter using his "litter lover".

Materials:
1 lunch bag for each child
Various colors of construction paper
Scissors, paste

Procedure:

1. After a brief discussion of the term "ecology", distribute a bag and construction paper to each child.
2. Each child creates a "Litter Lover" by adding facial features, hair, arms and legs.
3. When "Litter Lovers" are completed, children take them outside for a walk and feed them "litter".
4. "Litter Lovers" may also be displayed on the bulletin board under the title "Ecology Is Our Bag" either before or after collecting litter.

WE LEARN ABOUT OTHERS

CAREER AWARENESS

Theme: Voting Day I

Grade Level K-1
Curriculum Area Social Studies
Life Role Citizen

Purpose: To observe American citizens meeting a democratic obligation.

Objectives:
1. After observing people voting on Election Day, each child will verbally describe a voting booth.
2. After visiting with a member of the election board, each child will tell verbally the purpose of voting.

Materials: None

Procedure: (20 minutes)
1. Take children down to the voting booths during a lull in voter traffic.
2. Request one of the members of the election board to explain what is happening.
3. Look over an empty booth.
4. Stay long enough to watch some voters come, vote, and go.
5. Follow up with Activity II on the same day.

CAREER AWARENESS

Theme: Voting Day II

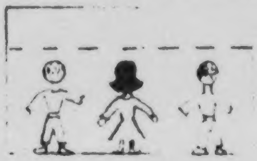
Grade Level K-1
Curriculum Area Art
Life Role Citizen

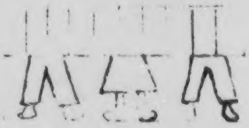
Purpose: To observe American citizens meeting a democratic obligation.

Objectives: After completion of Lesson I, each child will draw a picture of the voting booths and the voters.

Materials: unlined newsprint or white or manilla paper
crayons

Procedure: (30 minutes)
1. Talk about voting and what we saw as a class.
2. Pass out paper that has been folded 1/3 of the way down by teacher as per illustration. The children color this section red, white and blue.





3. Unfold and have children draw a picture of the voters voting in the bottom 2/3 of paper.
4. Have children show their work to the class.

Idea: Mary MacDougall

CAREER AWARENESS

Theme: Teacher's Report Card

Grade Level K-1
Curriculum Area Language Arts
Life Role Vocational

Purpose: To evaluate their school year on the last day.

Objectives: Given paper, pencil and crayons each child will write and illustrate four highlights of his school year.

Materials: Paper - primary story paper folded in half
Pencils
Crayons

Procedure: (30 minutes)

1. Teacher asks children to think about the school year.
2. Teacher asks children to write the answer to four questions.
    a. What was your happiest day?
    b. What was your saddest day?
    c. What did you like to learn?
    d. What subject was hard?
3. Teacher puts outline on board.

fold

The day I was happy was ______________.	The day I was sad was ______________.	I liked to learn how to ____________.	____________ was hard for me to learn.

4. The children copy the board and complete the four sentences.
5. The children illustrate their four selections.
6. This helps the teacher improve her techniques for the following school year.

K-1

WE LEARN ABOUT JOBS

CAREER AWARENESS

Theme: School Workers I

Grade Level K-1
Curriculum Area Social Studies
Life Role Vocational

Purpose: To familiarize the students with the workers and work areas within the school.

Objectives:
1. After a tour of the school, each child will be able to verbally identify three occupations within the school.
2. After a tour of the school, each child will be able to locate three specific work areas within the school for these occupations.

Materials: None

Procedure:
1. The class tours the school (½ hour) and observes the areas where the school personnel work.
2. Follow-up with Activity II.

CAREER AWARENESS

Theme: School Workers II

Grade Level K-1
Curriculum Area Social Studies
Life Role Vocational

Purpose: To familiarize the students with the workers and work areas within the school.

Objectives: After a visit to the principal's office, each child will demonstrate verbally at least one duty of the principal.

Materials: Chart paper
Felt pen

Procedure:
1. Teacher writes children's questions concerning principal's job on a chart.
2. Visit the principal by appointment at his work area. (This lesson has several options: secretary, custodian, cafeteria worker, librarian, nurse, teacher.)
3. Follow-up with Activity III.

CAREER AWARENESS

Theme: School Workers III

Grade Level K-1
Curriculum Area Social Studies
Life Role Vocational

Purpose: To familiarize the students with the workers and the work areas within the school.

Objectives: Given paper and crayons, children will draw a picture of the principal.

Materials:
12 x 18 paper for each child
Crayons
Chart rings or yarn
Paper punch

Procedure:
1. Distribute paper and crayons.
2. Each child will draw a picture of the principal at work. (several options: draw picture of secretary, custodian, cafeteria worker, librarian, nurse, teacher)
3. Assemble papers into one principal's booklet.
4. Teacher punches holes and uses yarn or chart rings to fasten.

CAREER AWARENESS

Theme: School Workers IV

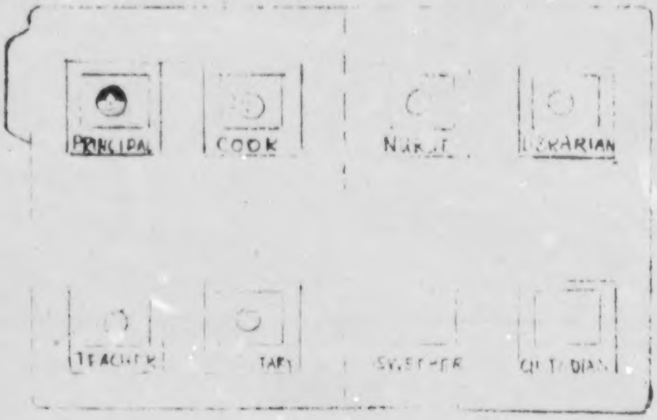
Grade Level K-1
Curriculum Area Social Studies
Life Role Vocational

Purpose: To familiarize the students with the workers and work areas within the school.

Objectives:
1. Given pictures of the school workers, each child will be able to visually recognize at least three persons who perform their jobs in the school.
2. Given a folder with the photos of the school workers and a large envelope filled with pictures of tools the workers use, each child will be able to match at least one tool to each job.

Materials: Manilla file folders, library pickets, photograph (use school camera and film or ask workers to supply a picture)
Magazines or catalog pictures of tools
3 x 5 cards, paste or glue, felt pen, stapler

Procedure:
1. Paste a library pocket on file folder for each worker (as per illustration).
2. Paste photographs on pockets and place name of worker underneath.
3. Paste pictures of tools on 3 x 5 cards.
4. Place pictures of tools in large envelope stapled on back of manila folder.
5. Some tools with file will be common to several jobs.
6. Accept the children's interpretation.



CAREER AWARENESS

Theme: Career Characters I

Grade Level K-1
Curriculum Area Social Studies
Art
Life Role Citizen
Vocational
Family

Purpose: To create an interest and awareness in various people and their careers.

Objectives: After listening to the story, What Will I Be From A To Z?, each child verbally names one career that interests him.

Materials: Booklet: What Will I Be From A To Z? (available from Oregon Dairy Council)

Procedure: (20 minutes)

1. Teacher reads What Will I Be From A To Z? to the class.
2. Teacher guides class in a discussion of "What I want to be when I grow up."
3. Follow up with Activity II later on the same day.

PCE K-10
June/73

CAREER AWARENESS

Theme: Career Characters II

Grade Level K-1
Curriculum Area Social Studies
Art
Life Role Citizen
Vocational
Family

Purpose: To create an interest and awareness in various people and their careers.

Objectives:
1. Each child will trace around another child's body on a large sheet of butcher paper.
2. Each child will cut out his own body shape.

Materials:
Plain butcher paper folded double (approximately 8 feet total length for each child)
Stapler
Black crayon

Procedure:
1. After discussion of "What I Want to be When I Grow Up" children work in partners.
2. Child lies on butcher paper while his partner traces around his entire body with black crayon. Then children exchange positions.
3. Each child cuts out his own shape and teacher staples around shape leaving several openings.
4. Follow up with Activity III another day.

CAREER AWARENESS

Theme: Career Characters III

Grade Level	K-1
Curriculum Area	Social Studies
	Art
Life Role	Citizen
	Vocational
	Family

Purpose: To create an interest and awareness in various people and their careers.

Objectives:
1. Each child will use newspaper strips to stuff his own career character from Activity II.
2. Each child will use paint to add distinguishing features to depict his career character.

Materials:
Partially stapled career characters
Stapler
Assorted colors of tempera paint (add a few spoonfuls of liquid starch to each color to prevent cracking)
Newspaper strips

Procedure: (approximately 30 minutes)
1. Each child stuffs his career character with newspaper strips and teacher completes stapling.
2. Each child then uses paint to add features of his own character.
3. Follow up with Activity IV.

CAREER AWARENESS

Theme: Career Characters - Guessing Game IV

Grade Level	K-1
Curriculum Area	Social Studies Art
Life Role	Vocational

Purpose: To create an interest and awareness in various people and their careers.

Objectives: Each child presents his career character to the class and describes one or two characteristics about it.

Materials: Completed career characters.

Procedure: 10-20 minutes. This activity can be done for several days. A child holds his career character and tells the class two or three things about the occupation of his character and says, "Guess what I do?"

Optional:

1. A clever idea for P.T.A. Open House: Career characters can be taped in students chairs.
2. Children could make a replica of themselves instead of a career character.

CAREER AWARENESS

Theme: Cupcake Sale I

Grade Level K-1
Curriculum Area Social Studies
Math
Life Role Leisure

Purpose: To acquaint children with the preparation of a product that they will later sell.

Objectives: Given materials, equipment and directions, each child will participate as part of a team in baking cupcakes.

Materials:

- Cake mixes
- Eggs
- Water
- Measuring cup
- Large bowl and spoon
- Paper cupcake papers
- Paint shirts (aprons)
- Cupcake pans
- Portable oven
- Ice Cream scoop
- Pot holders
- Large board or newspapers to protect table tops
- Portable timer (optional)
- Mother helper or older children (optional)
- Butcher paper

Frosting materials

- Powdered sugar
- Oleo
- Flavorings -- food coloring
- Cake decorations
- 7 or 8 table knives
- Bowl and spoon

Procedure:

1. Parents are usually willing to help provide ingredients and equipment for this project. Room mothers will help the teacher coordinate this project.
2. A portable oven can be obtained from a Teacher's Center.
3. Four or five children work together (for each cake mix used) measuring, mixing and baking. The ice cream scoop is useful in filling the paper-lined cupcake pans with batter.
4. After cupcakes have cooled slightly, children mix a simple frosting using margarine, water flavoring and food coloring. Table knives are used to frost cupcakes.
5. Cover cupcakes with butcher paper until used for Bake Sale II on the following day.

CAREER AWARENESS

Theme: Cupcake Sale II

Grade Level K-1
Curriculum Area Social Studies
Life Role Leisure
Vocational

Purpose: To acquaint children with the preparation of a product that they will later sell.

Objectives: Given permission to stay after school, each child will sell cupcakes.

Materials:
Posters in hall
Large garbage cans around school
Baked and frosted cupcakes
Classroom tables placed in U shape
Butcher paper to cover tables
Cupcake pan to hold money
One or two parent helpers (or older students)
Sacks and baggies
Signs with price of cupcakes

Before Selling Cupcakes:

1. This project must be approved by your principal and student council. Each cupcake usually sells for 5¢.
2. Monies earned to be used for field trips or other class projects.
3. If a large amount of money is needed, parents are usually willing to donate additional cupcakes.

Procedure:

1. Arrange tables for sale (i.e. cover with butcher paper) Arrange cupcakes. Have change and sacks ready.
2. Parents or older students help the younger children make change and put cupcakes in sacks.
3. Class can pick up litter on the school grounds the following day.

CAREER AWARENESS

Theme: Dairy Workers

Grade Level K-1
Curriculum Area Social Studies
Life Role Vocational

Purpose: To acquaint children with dairy workers and their jobs.

Objectives:
1. After visiting a dairy each child will tell about one worker that he observed.
2. After a discussion about dairy workers, each child will draw a picture about the worker he chooses.
3. Each child's picture will be integrated with the others to form a class booklet titled - "Workers We Met At the Dairy".

Materials:
1 sheet 12 x 18 manilla drawing paper for each child
crayons
pencils
paper punch
2-inch chart rings

Procedure:
1. Visit a dairy such as Alpenrose or Meadowland. (See yellow pages of PIPS guide for field trip information.)
2. Discussion. Teacher guides discussion about workers by asking:
   a. what workers did you see?
   b. what were the workers doing?
3. Distribute paper. Each child writes the title of his helper at the top of his paper. Some of the workers observed at the dairy might be:
   a. bus driver
   b. tour guide
   c. milk workers
   d. music man
   e. milker
   f. pony rides
   g. cottage cheese maker
   h. cookie baker
4. When drawings are completed, teacher constructs booklet by punching holes in pages and fastening together with chart rings. A suggested title for the booklet: "Workers We Met At The Dairy".

CAREER AWARENESS

Theme: Toy Flea Market

Grade Level K-1
Curriculum Area Social Studies
Life Role All

Purpose: To give children an opportunity to learn how to barter.

Objectives: When provided with a choice of toys, each child will barter his own toy for one he would like to own.

Materials:
Each child brings to school a toy he no longer wants.
Slips of paper
Felt pen
Straight pins and rubber bands

Procedure:
1. Each toy will have a slip of paper on it with the name of the child who is the current owner. (Use straight pins or rubberbands.)
2. Children begin bartering and when an agreement has been made, name slips are exchanged.
3. Each toy may be bartered several times or not at all.

Theme: Construction Capers

Grade Level K-1
Curriculum Area Social Studies
Life Role Vocational
Leisure

Purpose: To acquaint the children with carpentry tools and see ways they can be used.

Objectives:
1. Each child will verbally identify a drill, vise, hammer and a saw.
2. Each child will saw a piece of wood in half or pound a nail part of the way into a board.

Materials:
drills
hammers
nails (long and short)
scrap wood (all sizes and thicknesses)
vises
saws
old work table
optional: tempera paint and brushes

Procedure:
1. Establish a work area within the room
   - A. Provide a box of all sizes and shapes of wood scraps. Sources are school shop, cabinet shops, parents, lumber yards.
   - B. Tools and nails should be kept together in a box or similar container.
2. Let children build and create as they wish. Give no help or advice to the children unless they ask for it.
3. The children may paint their creations (optional).

WE LEARN TO MAKE THINGS

CAREER AWARENESS

Theme: Making Ice Cream

Grade Level	K-1
Curriculum Area	Science Math Social Studies
Life Role	Leisure

Purpose: - To acquaint children with the procedures of making ice cream.

Objectives: Given the equipment and ingredients, each child will be able to follow directions to make his own serving of ice cream.

Materials:
Empty $\frac{1}{2}$ gallon milk carton for each student (Cut top half off)
6 oz. metal juice can for each student
Popsicle stick or plastic spoon for each student
Large pan or bowl and ladle for mixing ice cream ingredients
Cocktail ice (approximately 10 lbs. for 12 children)
Rock salt (approximately $1\frac{1}{4}$ lbs. for 12 children)
Ice Cream Ingredients (for 12 children)
  2 cups milk & 2 cups heavy cream or 4 cups half & half or 2 cups half & half and 2 cups evaporated milk
  1 cup sugar
  $\frac{1}{4}$ t. salt
  1 t. vanilla
  1 four inch aluminum foil square for each child
  optional: rubber band for each child

Procedure: Before activity:
Send note home asking for donations of ingredients and equipment. Room mothers could coordinate this for you.

1. Mix ingredients for ice cream and stir thoroughly.
2. Fill each juice can $\frac{1}{2}$ full with ice cream mix. Cover can with one aluminum foil square and a rubber band to prevent rock salt from falling into mixture.
3. Fill each milk carton 2/3 full with ice mixture.
4. Place juice can in center of ice mixture, making sure most of can is surrounded by ice.
5. Place rock salt over ice.
6. Take aluminum foil from top of juice can and instruct children to stir ice cream mix constantly until mix freezes, about 20 minutes.

Idea: Oregon Dairy Council

CAREER AWARENESS

Theme: Pinch Pots

Grade Level K-1
Curriculum Area Art
Life Role Leisure

Purpose: To introduce the basic technique of pinching clay.

Objectives: Given a ball of clay, each child will make a pot.

Materials:
Nursery rhyme
Clay balls - 1 per child (firing clay)
Paper towels - 1 per child
Piece of manilla paper for poem
Felt pen

Procedure:

1. Read nursery rhyme "Little Jack Horner"
2. Pass out a ball of clay to each child
3. Pass out paper towels with names of children on them
4. Instruct children to stick their thumb into center of ball
5. Now pinch, turn and smooth your ball of clay into a little pot
6. Display with poem such as -

   We are little pots
   Short and fat,
   Made with a pinch
   And a little love pat.

Optional: These pots can be painted, glazed, and fired, if desired.

CAREER AWARENESS

Theme: Mexican Maracas

Grade Level K-1
Curriculum Area Music
Life Role Leisure

Purpose: To make a musical instrument for use in a rhythm activity.

Objectives:
1. Given instructions, each child will make a paper mache' maraca.
2. Using his own maraca, each child will participate in a rhythm activity.

Materials:
- 1 light bulb for each child
- newspaper strips
- paper towel strips
- wheat paste
- plastic bucket
- assorted colors of tempera paint (add about 2 T of liquid starch to 1 cup of paint to prevent cracking)
- wooden spoon
- paint brushes
- masking tape
- shellac

Procedure:
1. Using bucket and wooden spoon, mix wheat paste according to directions.
2. Saturate strips of newspaper in wheat paste.
3. Completely cover light bulb with two layers of newspaper strips.
4. Allow maraca to dry overnight before applying two more layers of newspaper strips.
5. For final covering, apply one layer of paper towel strips, which have been saturated in wheat paste.
6. Allow maraca to dry thoroughly before breaking light bulb.
7. To break light bulb, teacher drops maraca on floor several times. If maraca should crack, repair with a piece of masking tape.
8. Each child paints his own maraca in bright colors.
9. Maracas may be painted or sprayed with shellac.

Suggested uses: Use maracas for tapping out rhythm in songs or nursery rhymes. A suggested nursery rhyme for use with the maracas:

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down
And broke his crown,
And Jill came tumbling after.

As you say the rhyme, use your maracas to give the effect of "rolling down the hill." Try your own ideas with other nursery rhymes.

Maracas may be used in the Spanish counting song from the first grade set of records.

Career

Awareness

Grade 2

Esther Daniel
Gwen Parker
Jean Morgan

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2

LIFE ROLE VOCATION

ERIC

CAREER AWARENESS

Theme: Advertising

Grade Level 2
Curriculum Area Social Studies
Language Arts
Art
Life Role Vocational

Purpose: To help children be aware of method for letting others locate articles that are for sale, lost, stolen, or for rent.

Objectives: After playing game, given paper and pencil the children will be able to write an "ad" to put in the class newspaper.

Materials:
Pencils, tablet paper
Drawing paper 9 x 12
Crayons

Procedure:

1. Before class begins make up a number of slips of paper containing one sentence messages that people might want to communicate such as:
   You want a drink of water
   You want something to eat
   You have lost all of your money
   You are lost
2. Make up at least 10 or 15 messages. Fold slips in half and place them in a bowl or hat.
3. Divide class into groups of 3 or 4 children. Explain that everyone is to pretend that each of the groups speak a different language. Therefore, when they want to communicate with each other they must think of a way other than using words. Have a representative from each group come up to the container and select a slip of paper with a message to be communicated to someone else.
4. Each group should meet in its own part of the room. Give the groups about 15 minutes to devise a wordless way of communicating their message to the others. They may want to pantomine, make drawings, or some other method. Each group will communicate its message to the rest of the class. After each presentation the audience can use speech to try to guess what the message was. If audience cannot decipher, ask for suggestions on how the message might have been presented more clearly.
5. Each child will write an "ad" (message) for publication in the newspaper of something he has: for sale, or has been stolen, or is for rent.

CAREER AWARENESS

Theme: Apple Industry

Grade Level	2
Curriculum Area	Social Studies
	Art
	Language Arts
Life Role	Vocational

Purpose: To develop an awareness of the workers in the apple industry.

Objectives: The students will be able to identify someone who works in the apple industry by illustration.

Materials:
SDF -- "Legend of Johnny Appleseed"
Book -- Johnny Appleseed, (Lucky Book)
American Communities, Allyn and Bacon
F.S. -- "My Dad Is a Fruit Farmer"
Paints or crayons
1 sheet chart paper
9 X 12 construction paper

Procedure:
1. Tell or read story of Johnny Appleseed
2. Show film -- Legend of Johnny Appleseed
3. Discuss with children the workers involved with the apple industry.
4. On a chart, develop a list of workers that work in the apple industry such as: orchardist, pruners, sprayers, pickers, packers, processors.
5. Children may choose one worker from the list to illustrate the kind of work he does.

Suggested Related Activity:
1. Make apple prints.
2. Make seed people or pictures.

CAREER AWARENESS LESSON EVALUATION

LESSON TITLE An Astronaut

	Poor					Excellent
1. How well did you like it?	1	2	3	4	5	[✓ 6]
2. How well did it accomplish the stated objective?	1	2	3	4	5	[✓ 6]
3. Is it appropriate to grade level?	1	2	3	4	5	[✓ 6]
4. Student reaction	1	2	3	4	5	[✓ 6]

5. Activity used by X whole class ____ small group

6. Changes (if any)?

-films listed were poor — not gd at this grade level — more for 6th, 7th — others in AV catalogue better

-made bklet

Name of Evaluator Ann O'Neal School Clark

Date of Evaluation Nov 8, 1973 Grade 2

CAREER AWARENESS

Theme: An Astronaut

Grade Level 2
Curriculum Area Science
Social Studies
Art
Language Arts
Life Role Vocational

Purpose: To help the children discover the activities of an astronaut.

Objectives: Given mural paper and paints, children will be able to sketch and illustrate how an astronaut works in space.

Materials: Films: "Space Flight Around the Earth", "Space in the 70's," "Man in Space the Second Decade"
Mural paper, paints, crayons

Procedure: 1st day:

1. Show film or films: "Space Flight Around the Earth", "Space in the 70's", "Man in Space the Second Decade".
2. Discuss with the children the preparation the astronaut makes before going into space, also what he observes in space.

2nd day: Children will be able to illustrate on the mural the things an astronaut observes when he is in space.

Related Activity: Read Space Alphabet by Irene Zacks. After reading, children will make their own book in which they create their own space alphabet book and draw accompanying pictures.

Children may want to discuss what they know about space travel, what current space projects are under way, etc. Some children may want to bring in, for display, toy rocket ships, suits, etc.

PCE K-10
June/73

CAREER AWARENESS

Theme: The Bakery

Grade Level	2
Curriculum Area	Social Studies Art Language Arts
Life Role	Vocational

Purpose: To develop in the children an awareness of the activities used in making bread in a large city bakery.

Objectives: After showing film, "Bakery Beat", or film strip, "The Bakery", the children will be able to illustrate the activities of the baker in a city bakery. The children will write on a chart and illustrate words used in the bakery vocabulary such as: ingredients, rounder, mixer, traveling oven, proofer, etc. The children will be able to observe the activities of the bakery by visiting a bakery.

Materials:
Film: "Bakery Beat"
F.S.: "The Bakery"
Chart, crayons, pencils, banner paper
Permission slips, money for bus fare

Procedure:

1st day
1. Show film, "Bakery Beat", or film strip, "The Bakery".
2. Children will disucss the activities they observed from the film or film strip.
3. Children will write and illustrate on the chart the words used in describing the activities in making bread.

2nd day Children will visit the bakery.

3rd day Children will write "thank you" letters to the bakery hostess.

4th day Children will make accordion booklets illustrating how bread is made.

CAREER AWARENESS

Theme: Basic Skill Development

Grade Level 2
Curriculum Area Language Arts
Life Role Vocational

Purpose: To demonstrate the importance of basic skill development to occupations within the community.

Objectives: Given a list of occupations, the learner will associate the need for specific basic skills with each occupation by writing them on a class chart.

Materials: Chart paper

Procedure:

1. Ask the students which skills they learn in school will help them get along in society. Ask why learning to read, write, spell and do arithmetic is so important. Explain how these abilities help students learn and communicate ideas.
2. Ask the children to list 10 to 12 occupations. Teacher writes them on a chart. Have students develop the chart further by writing the skills considered necessary for each specific occupation. The students will probably observe that most of the occupations will require the use of all the basic skills.

OCCUPATION	SKILLS
Doctor	reading, writing, spelling, math
Policeman	reading, writing, spelling, math
Pilot	etc.
Farmer	
etc.	

CAREER AWARENESS

Theme: Clinical Tools

Grade Level 2
Curriculum Area Health
Art
Language Arts
Physical Education
Life Role Vocational

Purpose: Develop an appreciation of the value of clinical tools.

Objectives: By use of pictures each child will be able to identify two clinical tools medical people and technicians use.

Materials: Pictures of a fever thermometer
Small objects that can be placed in the hands
Drawing paper
Crayons

Procedure: First Day

1. Show to class, pictures of a clinical thermometer, eye chart, scales, stethoscope and audiometer discussing the names and uses and discover that the tools are helpful in diagnosing troubles.
2. Discuss how the vision or hearing tests have helped children in the class with glasses or hearing aids.
3. Make a list on the chalkboard of ways we can be considerate of others who do not have normal eyes, ears, etc.

Second Day

1. Have a child close his eyes and place objects in his hand. Have child guess what it is.
2. After the game, discuss the advantage of seeing.
3. Have children draw illustrations of how eyes help us avoid dangers.

Third Day

1. Put on the bulletin board the head of a clown and a place for a large (pupil drawn) ear on the clown. Write a caption - WE USE OUR EARS TO and then put various statements like "use the telephone","hear danger signals", "enjoy music", "hear birds sing", etc.
2. Play game "Who Called". Children form circle (no hands). One child stands 15 or 20 feet away with his back to circle. One child in the circle points to another child to call the name of the child who is away. The caller calls the child by name as soon as the child recognizes the voice he says "Is it _______?" He has three chances. If he fails, he changes places with the child in the center of the circle.

CAREER AWARENESS

Theme: Communication

Grade Level 2
Curriculum Area Social Studies
Art
Language Arts
Life Role Vocational

Purpose: To help students discover need for many ways to communicate with others.

Objectives: By viewing film "Communications" the students will observe the need for ways to communicate.

Given crayons, the students will illustrate on the class chart at least 5 ways people communicate with each other.

Materials: Film: "Communications: A First Film"
Chart, crayons, Teletrainer

Alternatives: "Communities Depend on Each Other"

Procedure: 1st day

1. After showing film, "Communications" children will discuss the different ways people communicate such as: writing letters, sending telegrams, telephoning, talking, signaling, writing, etc.
2. The children will write and draw pictures on a class chart showing some of the ways people communicate.

2nd day The children will use the teletrainer to communicate with classmates .

CAREER AWARENESS

Theme: Dependence on Others

Grade Level 2
Curriculum Area Language Arts
Life Role Vocational

Purpose: To illustrate how an event such as an accident can cause people to become dependent on other workers.

Objectives: After class discussion the learner will be able to name verbally at least one or more workers who might be involved in the aftermath of an accident.

Materials: None

Procedure: Say to the class "Suppose an automobile accident has occured at the corner of __________ and ____________ streets (name streets in the area). The cars are damaged and one person is injured. What workers would be involved in taking care of the situation?

Students will try to name all the workers who might be involved and discuss their roles and make list on chalkboard. Workers who might be named are: traffic policeman two truck drivers, ambulance attendants, doctor, nurse, x-ray technician, insurance adjustor, workers at auto body shop.

CAREER AWARENESS

Theme: Doctor

Grade Level 2
Curriculum Area Health
Language Arts
Art
Life Role Vocational

Purpose: To develop the awareness of the occupation of the doctor.

Objectives: Through dramatization each child will be able to name five routine duties of a doctor.

Materials:
film - "The Doctor"
book - Doctor and Nurse, Carla Greene
crayons
paints - brushes
paper

Procedure:

1. Let pupils pantomine or draw pictures of what the doctor does in a health check-up, for example, he checks the pulse, listens to heart and lungs with a stethoscope, looks into ears or mouth, gives shots.
2. Read book to class Doctors and Nurses by Carla Greene.
3. Color or paint simple posters on such topics as care of colds, what to do if something gets in your eye, care of an abrasion.
4. Show film "The Doctor". After film discuss a typical day at the office for a doctor.

CAREER AWARENESS

Theme: Doctors and Nurses

Grade Level 2
Curriculum Area Health
Art
Language Arts
Life Role Vocational

Purpose: To become aware of the duties of the doctor and his nurse.

Objectives: Each child is able to call a doctor and is familiar with the doctor and nurse's routine and the tools they use.

Materials:
- paper
- crayons
- scissors
- magazine pictures
- 2 toy telephones
- telephone book

Procedure:
1. Have some child tell of when he was in a doctor's office. Ask who helped the doctor. Have the child tell how the nurse helped.
2. Discuss the different duties of a doctor's nurse and a hospital nurse.
3. Have a nurse talk to the children about her work.
4. Have children pretend they are calling a doctor in case of an accident. They must know the doctor's name, and find his telephone number. They tell who they are and what is wrong.
5. Make a booklet called, "Health Tools". Put pictures and drawings of the things which doctors and nurses use in helping people get well.

CAREER AWARENESS

Theme: The Fireman

Grade Level 2
Curriculum Area Social Studies
Art
Career Cluster Vocational

Purpose: To help students become aware of the need for firemen in our community.

Objectives: Through a film, "Fireman" or "Fire Boat - Ready for a Run", Study Prints, dramatization and illustration, the children will know at least two activities of a fireman.

Materials: Manila paper 18 x 24, crayons, red paint
Fireman's Kit, Study Prints
Films: "Fireman," "Fire Boat - Ready for a Run"
Books: You Visit A Fire Station - Meshover
I Want to be a Fireman - Greene
Mr. Ferguson of the Fire Department - MacGregor

Procedure: 1st day: Show film, "Fireman" or "Fire Boat - Ready for a Run", or Study Prints.
2nd day: Dramatize activities of firemen at a fire using Fireman's Kit, in groups of 3 or 4.
3rd day: On the manila paper color hard a fire scene, paint all the paper with red paint. This will make a color-resist picture.

CAREER AWARENESS

Theme: Goods and Services

Grade Level 2
Curriculum Area Social Studies
Language Arts
Life Role Vocational

Purpose: To show that stores and offices provide a variety of services for people.

Objectives: Students will be able to name stores or offices in their neighborhood that provide goods or services or both.

Materials: Oaktag for chart

Procedure: Have students name stores, shops and offices in the neighborhood and discuss various services offered by them. Elicit that some stores provide goods for customers and some provide services and some may provide both. Develop a chart as shown below and have students decide which column to check.

Stores and Offices	Goods	Services	Both
Barber Shop Supermarket TV Repair Insurance Agency Florist Shop etc.			

CAREER AWARENESS

Theme: Hospital X-Ray

Grade Level 2
Curriculum Area Health
Art
Language Arts
Career Cluster Vocational

Purpose: To inform children that x-rays help doctors see condition of the teeth, bones, and organs of the body.

Objectives: Given a paper and pencil the child will be able to draw a likeness of an x-ray.

Materials: 9 x 12 manila paper
colored yarn
paste
books: Health and Growth, Grade 2
You and Others, Grade 2

Procedure:

1. Discuss with class what is an x-ray picture.
2. Discuss what else besides bones an x-ray picture can show.
3. Discuss with class their personal experiences when they needed an x-ray.
4. Pass out 9 x 12 paper and have children draw skeletons with a pencil. Paste colored yarn on top of pencil lines. Staple to bulletin board to dry. Students can look at a Halloween skeleton when drawing their skeletons.

CAREER AWARENESS

Theme: Interdependence of Workers

Grade Level 2
Curriculum Area Social Studies
Art
Language Arts
Life Role Vocational

Purpose: To develop in students an understanding of the concept of division of labor.

Objectives: Given the materials to produce a product the students will make booklets while participating in an assembly line type of operation.

Materials: 9 x 12 colored paper
9 x 12 newsprint (or lined paper)
(kind of paper used will be determined by type of booklet class decides to make)

Procedure:

1. Have whole class pretend to do just one kind of work. For example, "A house is to be build and you will all be electricians." Through a subsequent discussion dev[illegible] the understanding of the need for different kinds of workers to build a house. There is a need for carpenters, plumbers, glaziers, roofers, etc. "What would happen in a community if all did the same work?"
2. Set up an assembly line operation for production of booklets. Divide children into groups of five or six. Set up tables in a long row. First group folds pieces of newsprint in half. Second group assembles 4 or more folded sheets together. Third group folds colored paper in half. Fourth group slips colored paper over newsprint, making a cover for booklet. Fifth group staples booklet.

CAREER AWARENESS

Theme: Involvement of Growth of Population

Grade Level 2
Curriculum Area Social Studies
Art
Language Arts
Life Role Vocational

Purpose: To familiarize students with workers needed for expansion of communities.

Objectives: After viewing film "The Field Becomes A Town", children will be able to formulate a list of the services and builders.

Materials: Film: "The Field Becomes A Town"
Construction paper
Crayons
Pencils

Procedure:
1. Discuss with class changes in our community.
2. Children will list services of workers needed to plan changes to be made, such as:
    - Traffic changes
    - Location of parks and open areas
3. Children will list problems involved.
4. Children will discuss good and bad reasons for construction of freeway.
5. Develop through illustration areas where planning is needed.

CAREER AWARENESS

Theme: Machines

Grade Level 2
Curriculum Area Language Arts
Art
Life Role Vocational

Purpose: The child will become familiar with how men operate machines and the use of machines.

Objectives: Given paint or crayons, the child will draw or paint machines they have read about.

Materials:
Paint
Crayons
Drawing paper
Book: The Big Book of Real Building and Wrecking Machines by George Zoffo.

Procedure:

1. Have children read or read to class the book Big Book of Real Building and Wrecking Machines by George Zoffo. Ask questions after reading such as: What machines do you think would be most interesting and fun to operate? Which of the machines have you seen operators working? What tools might you use to wreck something? (wrecking bar, hammer, etc.) What are some tools you have used in building things? (saws, pliers, wrench, screwdriver, etc.)
2. Children will draw or paint some of the machines they read about in the book.

(continued)

Theme: Machines (continued)

Related Activities:

1. Some children might bring from home for exhibit toy cranes, cement mixers, tinker toys, etc.

2. Related books:

   The Big Book of Real Boats and Ships, George Zoffo
   The Big Book of Real Trains, George Zoffo
   ABC of Cars, Anne Alexander
   Trucks, Anne Alexander
   Mike Mulligan and His Steam Shovel, Virginia Lee Burton

CAREER AWARENESS

Theme: Measurement

Grade Level 2
Curriculum Area Math
Life Role Vocational

Purpose: To relate the skill of measurement to occupations.

Objectives: Learners will use tools of linear measurement, rulers, yardsticks, or tape measures and measure specified areas accurately.

Materials:
Rulers
Yardsticks
Tape measures
Trundle wheel

Procedure:

1. After instruction in the use of rulers, yardsticks and tape measures, ask students to name workers who would use linear measurement in their work. Possible occupations are carpenters, cabinet makers, architects, plumbers, sign painters, interior decorators, road builders, tailors.
2. Divide students into groups and give each group a task involving measurement. For example, one group might be called "Roadbuilders" and its task would be to measure a designated area of the schoolyard. Another group may be "Carpenters" and its task would be to measure the length of the hall in the school. The "Interior Decorators" might measure the dimensions of the classroom.

CAREER AWARENESS

Theme: The Meteorologist

Grade Level	2
Curriculum Area	Science
	Social Studies
	Art
	Language Arts
Life Role	Vocational

Purpose: Children will become aware of the activities of the meteorologist.

Objectives: After showing film or films; "Weather", "Weather Scientists", "Rain", "Rainy Day Story", the children will relate what the daily forecast means. The children will make a weather booklet given scissors, newspaper, crayons, construction paper (9 x 12).

Materials: Daily newspaper, crayons, construction paper (9 x 12)
Films: "Weather"
"Weather Scientists"
"Rain"
"Rainy Day Story"

Procedure: 1st day: Show film or films. Discuss with the children the things they discovered about the meteorologist, such as: the cloud formations and how the meteorologist identifies the storm clouds, fair weather clouds, etc.

2nd day: Children will begin to make weather booklets by clipping from the newspaper the weather report and pasting it on the proper day of the week (see illustration). Children will make booklet for a week at a time. One page for a week. Children will keep track of weather and compare from day to day or week to week over a period of time. Teacher may decide length of time for this project. Children will observe changes in the weather from one season to another.

Next page will be for following week, etc. After project is over, each child will have weather booklet over all this period of time. Pages will be tied together with yarn or cord.

Each page -- of Booklet

Month 1973 - Week of ______
Mon. ☐
Tues. ☐
Wed. ☐
Thurs. ☐
Fri. ☐

Weather report clipped from newspaper

CAREER AWARENESS

Theme: Money as a Medium of Exchange

Grade Level 2
Curriculum Area Social Studies
Math
Language Arts
Life Role Vocational

Purpose: To demonstrate that using money is more convenient than the barter system.

Objectives: Through role playing learners will compare the use of the barter system with the use of the monetary system.

Materials: Play money (may be made by pupils)
Objects or pictures of objects to be used in bartering and purchasing

Procedure:

1. Students may act out trading situations where they trade a sack of wheat for lumber, a box of apples for a tool, eggs for a pair of shoes, etc. Bring out the concept that the barter system is cumbersome and money would facilitate the exchange of goods and services.
2. Students may dramatize work-pay-spend cycle. One stu[illegible] who acts the part of the worker gets paid by his employer, then he spends money to buy food or clothing or other items. Set up variuos situations for this cycle so all students have an opportunity to participate.

CAREER AWARENESS

Theme: Moving Man

Grade Level 2
Curriculum Area Social Studies
Art
Language Arts
Life Role Vocational

Purpose: To develop awareness of the occupation of a moving man.

Objectives: Given paper and crayons the child will illustrate two activities that take place on a moving day when a moving man comes to their house.

Materials:
18 x 24 drawing paper
crayons
1 sheet chart paper
felt pen

Procedure:

1. Discuss with class and make a chart of the activities that take place when a family moves. The moving man comes to your house, the van stops out front, the men load the boxes from your house that your family has packed (sometimes moving men do the packing), the movi[illegible] man covers furniture with big pads and moves the heavy pieces into the truck, being careful not to scratch or break anything. They take everything to the new house where the family will unpack everything.
2. Give each child a sheet of 18 x 24 paper. Fold this paper in half and illustrate on each side a moving day activity.

CAREER AWARENESS

Theme: Nursery

Grade Level 2
Curriculum Area Science
Life Role Vocational

Purpose: To identify the job of a horticulturist.

Objectives: By visiting a nursery and planting seeds each child will be able to describe, observe and relate the role of a horticulturalist in raising seeds.

Materials:
Quart glass
Milk carton for each child
Soil
Tomato or bean seed
Pictures of how fruits or vegetables grow

Procedure:

First day:
1. Show pictures of how fruit or vegetables grow.
2. Ask children what fruit or vegetable they like to eat.
3. Discuss the origin of the food.

Second Day:
1. Walk to nearby nursery, green house or a store that sells seeds.
2. After coming back to class talk to a horticulturist and find out about his work of raising seeds and plants.

Third Day:
1. Children pretend that they are now a horticulturist and plant a tomato or bean seed in a milk carton. These plants will be transplanted later.
2. Plant one bean seed in a glass jar with seed showing so children can see the roots grow.

CAREER AWARENESS

Theme: Occupational Awareness

Grade Level: 2
Curriculum Area: Language Arts
Social Studies
Life Role: Vocational

Purpose: To learn to identify occupations by listening to clues given in riddle form.

Objectives: While listening to a tape recording, the learner will match the name of an occupation with a description given in riddle form.

Materials: Tape recorder, cassette tape
Tagboard slips 1" x 6"
Envelope for slips
Tagboard charts 9" x 12"

Record occupational riddles on cassette tape. Give each a number. Write names of occupations on slips of tagboard. Prepare tagboard chart to look like this:

OCCUPATIONS
1. ____________
2. ____________
3. ____________

Sample Riddle:
Number 1: My job is to help people who are sick or hurt. I help people keep well. I help doctors. Sometimes I work in a hospital. Sometimes I work in a clinic.
Number 1 is a ____________ .

Resource: Career Education, An Idea Book, Activity #220, Occupational Riddles

Procedure: Have material at listening center. Student will remove tagboard slips from envelope. He will listen to the tape and as he identifies the occupation he will place the tagboard slip with the name on it beside the numeral on the chart corresponding to the number of the occupation on the tape.

CAREER AWARENESS

Theme: Patrolman (Police)

Grade Level	2
Curriculum Area	Social Studies Art Language Arts
Life Role	Vocational

Purpose: To develop an awareness of the daily work of a patrolman.

Objectives: Children will be able to identify by dramatizing and illustrating the work of a policeman.

Materials: Crayons or paints
drawing paper

Films:
"Policeman"
"The Policeman"
"Policeman Walt Learns His Job"

Procedure:

1. Show film "The Policeman" or one of the other films, so children will see a patrolman in a variety of ways.
2. In groups of 3 or 4 dramatize a patrolman's work such as: seeing that people drive carefully, protecting people who go across streets, taking care of houses and stores, helping at fires, looking for troubles, and knowing what to do if someone is badly hurt.
3. Make a class book about the patrolman's job in our community showing things that a patrolman does. (Each child make a page for the book.)

CAREER AWARENESS

Theme: The Postman

Grade Level 2
Curriculum Area Social Studies
Language Arts
Art
Life Role Vocational

Purpose: To demonstrate to the learners the duties of the postman.

Objectives: After viewing film or films: "Modern Post Office", "The Mailman", the children will be able to dramatize the duties of a mailman by setting up a toy post office.

Materials: Book: True Book of the Post Office
Stories: "Mail for the Neighbors" in "You and the Neighborhood" p. 94 by Samford, McCall, Gue.
"The Work of the Post Office" in "Our Neighborhood" p. 92 by Fraser-Hoy.
Films: "Modern Post Office"
"The Mailman"
Shoe boxes, construction paper, mural paper, pencils, toy money, shears for cutting slots in shoe boxes, paint.

Procedure: First Day

Show film or films: "Modern Post Office", "The Mailman". Discuss with the children and list on the chalkboard the duties of the postman. Children will form groups of 3 or 4 to work on making a post office from shoe boxes and to work on mural showing daily routine of the mailman.

Second Day

Children will paint background of mural and will make things from construction paper to paste or staple on mural background. Children will make stamps to be sold in the play post office.

This project will continue as long as interest is keen.

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CAREER AWARENESS

Theme: Reforestation

Grade Level 2
Curriculum Area Science
Art
Social Studies
Language Arts
Life Role Vocational

Purpose: To develop an awareness of the need for preserving our forests. To identify the work of the forester.

Objectives: Given pictures from magazines or study prints, the students will make a booklet identifying 5 kinds of shade trees, and 5 kinds of trees used for lumber.

Materials: Poem: "Trees"
Film: "A Tree is a Living Thing"
magazines, construction paper, banner paper, scissors, paste, crayons

Procedure: 1st day: Show film, discuss with class the need for forests.

2nd day: Take field trip to Larch Mountain to observe trees planted in nursery or any other nursery.

3rd day: Children will make accordian booklets showing different kinds of shade trees and trees grown for lumber.

CAREER AWARENESS

Theme: School Secretary

Grade Level 2
Curriculum Area Social Studies
Language Arts
Life Role Vocational

Purpose: To familiarize students with work area of school secretary.

Objectives: In groups of 3 or 4 children, each child will be able to dramatize 5 work areas of the school secretary.

Materiasl: None

Procedure:

1. Children will interview secretary.
2. Children will list activities
3. Children will form small groups (3 or 4) to discuss dramatizing one activity.
4. Each group will dramatize activity before rest of class.

CAREER AWARENESS

Theme: Shoe Repairman

Grade Level 2
Curriculum Area Social Studies
Language Arts
Music
Life Role Vocational

Purpose: To develop an appreciation of the occupation of a shoe repairman.

Objectives: Through dramatization the children will be able to act out the role of a shoe repairman.

Materials: Film: "Shoemaker and the Elves"
toy sewing machine
brushes
empty shoe polish cans and bottles
old rags
shoe shine stand
old shoes

Procedure: First Day

1. Class view the film "Shoemaker and the Elves".
2. Discuss with class what things are needed in a shoe repair shop. Children will make arrangements to bring to class the next day a toy sewing machine, shoe brushes, empty shoe polish bottles and cans, old rags, small shoe shine stand, and old shoes.

Second Day

Break into groups of 3 or 4 and each group dramatize one activity of the shoe repair shop.

Sing song "Little Shoemaker" - Optional

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CAREER AWARENESS

Theme: Transportation

Grade Level 2
Curriculum Area Language Arts
Life Role Vocational

Purpose: To emphasize importance of transportation workers to a community.

Objectives: Following a discussion, the learner will be able to state an effect on a community which might be caused by a lack of transportation.

Materials: None

Procedure: Discussion:

Ask students to pretend there are no trains, buses, automobiles, trucks or airplanes. Ask what would happen to the products of a community (lumber, fruit, manufactured goods, meat, etc.). What effect would the lack of transportation have on the producers? What effect would it have on others in the community?

CAREER AWARENESS

Theme: Tree Surgeon

Grade Level	2
Curriculum Area	Social Studies Art Language Arts
Life Role	Vocational

Purpose: Children become aware of the job of the tree surgeon.

Objectives: Through discussion, experience story, and illustration, the child will relate the role of a tree surgeon trimming trees and clearing branches around telephone and electric wires.

Materials:
crayons
18 x 24 drawing paper
writing paper
chart paper
felt pen for experience story

Procedure:

1. Discuss with class and write an experience story on chart paper about the daily work of a tree surgeon. Mention that if a tree is dead or has rotten wood in the trunk or large branch, the tree surgeon cleans it out. Then he puts in cement to keep the tree alive and healthy. He is careful when climbing a tree and uses ropes and pulleys, wears spike shoes and a helmet to protect his head. Around his waist he wears a belt to fasten around the trunk of the tree so his hands will be free to do his work.
2. Copy experience story on writing paper that teacher has stapled to the bottom of a larger piece of drawing paper. After copying story, color picture of a tree surgeon at the top of the page of drawing paper.

CAREER AWARENESS

Theme: Veterinarian

Grade Level 2
Curriculum Area Social Studies
Language Arts
Life Role Vocational
Leisure

Purpose: To develop an awareness of the occupation of the veterinarian.

Behavioral Objectives:
Each child will be able to state verbally 3 services of the veterinarian.

Materials: Books: At the Pet Hospital, James Hefflefinger & Elaine Hoffman
Animal Doctor, Carla Greene
Curious George Goes to the Hospital, H.A. Rey
Film: "Veterinarian Serves the Community"

Procedure:

1. Think of a hospital, that is not for people, with the class.
2. Think of reasons with class why animals are taken to animal hospitals. Write reasons on chalk board.
3. Go to the library and look for books about the work of a veterinarian.
4. Show film "Veterinarian Serves the Community"
5. After film, discuss the animal hospital: the services the veterinarian provides the community: such as; grooming, innoculations, the prevention of disease and how they are on a 24 hour a day schedule.
6. Read book Curious George or one of the other recommended books.

CAREER AWARENESS

Theme: Waiter or Waitress

Grade Level 2
Curriculum Area Social Studies
Language Arts
Life Role Vocational

Purpose: To develop an appreciation of the occupation of a waiter or waitress greeting and serving people all day long.

Objectives: In a class discussion the children will list the characteristics of a waiter or waitress and dramatize the work.

Materials:
- table
- chairs
- small tablet for orders
- pencil
- menu

Procedure:

1. Introduce a discussion about the waiter or waitress by the teacher saying to the class, "Isn't it fun to go to a restaurant on your birthday or after a shopping trip to eat?" "Who was the man or woman who came to your table?" List on the chalkboard characteristics and work of the waitress such as: his/her clean uniform, he/she brought a menu, filled the glasses with water, took your order, brought the food, asked if you wanted anything else, and brought the bill.
2. Set up a table and chairs and have groups of children pretend they are visiting a restaurant and have a child play the part of a waiter or waitress serving the people at the table.

CAREER AWARENESS

Theme: Weight Measurement

Grade Level 2
Curriculum Area Math
Life Role Vocational

Purpose: To help learner discover how things are weighed.

Objectives: Given scales, children will be able to weigh themselves, go to the grocery store to find out how commodities are weighed.

Materials:
Scales
chart
F.S. - "Measuring Things"

Procedure:

First Day

1. After showing film strip, "Measuring Things", children will discuss why things need to be weighed.
2. Children will weigh themselves on the scales and record their weight on a chart. (see illustration)
3. After all children are weighed, they will answer such questions as: Who weighs the most? Who weighs the least? Does Johnny weigh more than Jane? How much more? etc.

Second Day

Visit grocery store to see how apples, bananas, meat, cheese, etc. are weighed.

Weight Chart

Name	Weight
1.	
2.	
3.	
4.	
5.	
6.	
etc.	

CAREER AWARENESS

Theme: Workers Depend on Other Workers

Grade Level 2
Curriculum Area Social Studies
Language Arts
Life Role Vocational

Purpose: To demonstrate the interdependence of workers.

Objectives: Given an exercise sheet the learner will group jobs that belong together and arrange them in the order in which they must be done.

Materials: Duplicated copies of the exercise sheet that follows for each child
Scissors
(Reference: One Plus One, 2nd Grade Social Studies, MacMillan)

Procedure:

1. Give each child a work sheet. Ask him to follow the instructions at the top of the sheet.
2. After tasks have been completed ask students to report on the correct sequence. Ask how the people who do the jobs mentioned are dependent on each other. Are there any other jobs connected with these jobs? How do families depend on workers who do those jobs?
3. Conclusion: Meeting everyday needs requires the work of many people doing different jobs, all of whom depend on each other.

WORKERS DEPEND ON OTHER WORKERS

1. CUT OUT THE BOXES. SEPARATE JOBS.
2. GROUP THE JOBS THAT BELONG TOGETHER.
3. ARRANGE THE JOBS IN EACH PACK IN ORDER. PUT THE ONE THAT MUST BE DONE FIRST ON TOP.

GROW WHEAT

BAKE BREAD

GRIND FLOUR

BUILD HOUSES

MAKE LUMBER

CUT TREES DOWN

TAKE BUTTER TO STORE

MILK A COW

MAKE BUTTER

MAKE SHOES

PUT SHOES IN STORE WINDOW

MAKE LEATHER

SURVEY THE LAND

MOVE THE DIRT

PAVE A ROAD

PUT TELEPHONES IN HOUSES

MAKE TELEPHONES

PUT UP TELEPHONE WIRES

LIFE ROLE FAMILY

CAREER AWARENESS

Theme: Family Living

Grade Level	2
Curriculum Area	Health Social Studies Art Language Arts
Life Role	Family

Purpose: To demonstrate that family members have to work together.

Objectives: Each child will be able to identify his work as a family member in the home.

Materials: Film: "Family in the Purple House"
Crayons
18 x 24 paper

Procedure:

1. Show film "The Family in the Purple House".
2. Have children pantomine some of the things the various family members do for the family. Show way they show love for family members.
3. Fold a 18 x 24 sheet of paper. On one half color a picture of a way they can help others in the family. On the other side of the paper color a picture about a time they should have helped but didn't.

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CAREER AWARENESS

Theme: Forest Ranger

Grade Level	2
Curriculum Area	Social Studies Physical Education Art Language Arts
Life Role	Family

Purpose: To develop the understanding that forest rangers help campers.

Objectives: Each child can name a way the forest ranger contributes to the fun of camping.

Materials: Book: P.E. in the Grades
Smokey the Bear Club
Johnny Horizon Club
magazines and catalogues

Procedure:

1. Look in old magazines and catalogues. Cut out pictures of things to use when you camp out. Have children make posters and tell the class about posters.
2. Discuss what the forest ranger does to help campers have a good time, keep safe and keep the environment beautiful.
3. Draw pictures of ways the children can help the forest rangers. Paste drawings on heavy cards and show on opaque projector to class.
4. Play game "Fire on the Mountain".
5. Class could join Smokey the Bear or Johnny Horizon Club.

CAREER AWARENESS

Theme: Home is the Center of Learning

Grade Level 2
Curriculum Area Language Arts
Life Role Family

Purpose: To increase awareness that children learn from their parents and other relatives at home.

Objectives: Given paper and pencil each student will write a story to tell how a member of his family taught him something.

Materials:
Writing paper
Pencils

Procedure:

1. Ask the children: Have you always known how to talk? How to walk? How to tie your shoes? How to dress yourself? How did you learn these things? Do you know a child who is learning them? Let children tell of some other things they learned at home.
2. Have each student write a story telling how some member of his family taught him something. Possible titles: Dad taught me to ride a bike, Uncle Joe showed me how to fish, Mother helped me learn to sew, My brother showed me how to whistle.
3. Discuss occupations they can learn at home such as fishing, farming, etc.

CAREER AWARENESS

Theme: Interdependence

Grade Level 2
Curriculum Area Art, Language Arts
Life Pole Family

Purpose: To help students become aware that people need other people.

Objectives: Given paper and crayons, the learner will show that he can identify a worker with a situation where his skill is needed.

Materials:
Drawing paper 12 x 18
Crayons
Resource: Career Education, An Idea Book, Activity #145 contains further ideas of situations where help is needed.

Procedure:

1. Ask students to think of a situation in their home where something happened as a result the help of an outsider was required. For example, the TV set stopped working so a TV technician was needed to repair it.
2. Ask students to fold paper in half and on the left side draw a picture depicting the situation and on the right side draw a picture of the worker who helped. Tell children they may use real or imaginary situations.
3. Some other possible situations:
4. A faucet or water pipe was leaking -- plumber
   Someone in family broke his glasses -- optician
   Mother was cooking and grease caught fire -- fireman

PCE K-10
June/73

CAREER AWARENESS

Theme: Mother's Day

Grade Level 2
Curriculum Area Art
Life Role Family

Purpose: Children become aware that on Mother's Day they can make a gift for their mother to show appreciation.

Objectives: Given a can, spray enamel, glue and macaroni, the child can make a gift for his mother.

Materials:
Reference - Gifts Children Can Make, page 24, F.A. Owen Company, Dansville, N.Y.
coffee or ham can
gold spray enamel
shell or spiral macaroni
DuPont cement or glue

Procedure:

1. Discuss with class thing mothers do with and for the family.
2. Discuss the custom of wearing a flower for your mother on Mothers Day. (Red if mother is living, white if mother is not living.)
3. Each child make a jewel case for mother. File the edges of a coffee can, ham or canned meat tin. Spray enamel the inside and outside of the can. Start with the edge first and as a final touch respray the edge to put a heavier coat on it. Shell or spiral macaroni are ideal for decorating cans. Use DuPont cement or glue, and attach the macaroni to the sides.

CAREER AWARENESS

Theme: Needs and Wants

Grade Level	2
Curriculum Area	Social Studies Language Arts
Life Role	Family

Purpose: To distinguish between needs and wants and to demonstrate that the consumption of goods and services is limited by income.

Objectives: Given magazines, the learners will be able to arrange pictures into the categories of needs and wants, on a bulletin board.

Materials: Magazines, pins, scissors
Second Grade Social Studies Texts:
Communities and Their Needs - Silver Burdett
Inquiring About Communities - Holt

Procedure: First Day:
Ask a student to name all of the things he would like to have. List these things on the chalkboard. Estimate the price of each item and total the list. The class will see that the total is probably more than any of them can afford and that a person cannot always have what he wants. Explain that people earn money for the work they do and they use this money, called income, to buy what they need and want. Explain that needs are things that people must have in order to live. Wants are more comfortable or more fun. Ask each student to find one magazine picture of something he needs and one picture of something he wants. (This can be done at home or at school. Have magazines available for those who need them.)

Second Day:
Place two signs on the bulletin board:

THINGS WE NEED	THINGS WE WANT

Have the children, one at a time, pin their pictures under the proper headings. Discuss the groups, and switch pictures as necessary to produce reasonable categories. Help children understand that people usually want the things they need, but they want other things, too.

CAREER AWARENESS

Theme: Sleep

Grade Level 2
Curriculum Area Language Arts
Health
Math
Art
Life Role Family

Purpose: To help children understand why we need sleep to be a productive individual.

Objectives: Through dramatic skits the children will relate two reasons for adequate rest.

Materials:
Bedtime stories
Paper
Crayons
Magazines
Colored paper
Paste
Scissors
Clock

Books:
Frances Face-Maker by Tomi Ungerur,
William Cole
Sleep Book, Dr. Suess
Bedtime For Francis, Russel Hoban

Procedure: Children will plan and give dramatic skits showing different ways of behavior at bedtime such as:

1. Pretend you are a mother or father and your children want to know why they have to go to bed early.
2. Tell why getting enough sleep at night can help you at school.

Count hours on a clock from bedtime to getting-up time. Notice whether you are sleepy or tired in the morning.

Related Activities:

1. Go to the library and look for good bedtime books.
2. Make accordion folding books of preparation for bed procedures. Children can cut and paste own pictures, color pictures, or cut pictures out of catalogs or magazines.
3. Read poem and then read together.

Hippity-Hop to Bed - by Leroy R. Jackson

All: O it's hippity hop to bed!
Boys: I'd rather sit up instead
Girls: But when father says "must"
Boys: There's nothing but just
All: Go hippity hop to bed.

CAREER AWARENESS

Theme: Story - Telling

Grade Level	2
Curriculum Area	Language Arts Art
Life Role	Family

Purpose: To help children enjoy stories told by their parents about when the parent was little.

Objectives: Given a paper sack each child will make a puppet and dramatize with the puppet an adult telling a story to a child.

Materials: Book - A Pair of Red Clogs by Masako Matsuno
paper sacks
old material
yarn
paste
scissors

Procedure: Read to class A Pair of Red Clogs by Masako Matsuno.

1. Discuss with children the times their grandmothers or parents told them stories about their childhoods.
2. Make a parent puppet out of a simple paper bag and give each child an opportunity to pretend he is a "grown-up" letting a child tell a story.

LIFE ROLE CITIZEN

CAREER AWARENESS

Theme: Columbus

Grade Level 2
Curriculum Area Language Arts
Social Studies
Art
Life Role Citizenship

Purpose: To acquaint children with a historical character.

Objectives: Given paints and paper the children will paint a mural depicting scenes in the adventures of Columbus.

Materials: Book - Christopher Columbus by Clara Ingham Judson
butcher paper
paints

Procedure:

1. Read the biography Christopher Columbus aloud.
2. Break into groups of 3 or 4 and have each group paint a section for a Columbus mural. One group could paint a scene from Columbus' life, another group could illustrate the departure of the Pinta, Nina, and Santa Maria, another group could illustrate the sighting of land, October 12, 1492.

Related Activity:
Children could also plan and give a play based on Columbus' life.

PCE K-10
June/73

CAREER AWARENESS

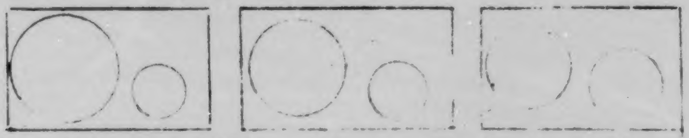
Theme: Government

Grade Level 2
Curriculum Area Social Studies
Language Arts
Life Role Citizenship

Purpose: To help the student understand the relationship of himself and various levels of government.

Objectives: Given a set of circles of varying sizes representing himself, family, neighborhood, city, state, and nation, the learner will arrange them in order.

Materials: Give each child a duplicated copy of each of these papers so he can cut out a set of six circles.
Reference - One Plus One - Macmillan



--- Cut out these circles

Procedure:

1. Ask the children to cut out their circles. Ask them to look at the circles and note the differences among them. Ask them to put the circles together in some way that "makes sense". They may work this out.

2. Tell them the smallest circle represents themselves or "me". Have them write "me" on the smallest circle. Ask, "What do you call the group of people you live with?" Family. Have them write "Family" on the next largest circle. "What do you think the other circles stand for?" Through discussion develop the understanding that the family lives in a neighborhood. A neighborhood is in a town or city. The city is in a state. And the state is in a nation. Each circle represents one entity. The children should label each circle.

   me fam-ily Neigh-bor-hood City State Nation

   Ask students to put the circles together again as in Part 1. The important learning tool is that the child lives within three levels of government, local, state and nation.

3. Follow-up questions: Which is larger, a city or state? which is larger, a family or neighborhood? What is smaller than a neighborhood? (family, me) What is larger than me? (family, neighborhood, city, state, nation.

CAREER AWARENESS

Theme: Laws

Grade Level 2
Curriculum Area Language Arts
Social Studies
Art
Life Role Citizenship

Purpose: To show that the city government looks out for our health and safety by maintaining order.

Objectives: By constructing a class booklet, each child will be able to illustrate 3 reasons why rules apply to all members of the family.

Materials: 9 x 12 sheets of paper for booklet
crayons

Procedure: First Day

1. Discuss with class that people in our country come from different lands and believe differently.
2. Make a list on chalkboard "family rules" children have at home. Discover why differnt families have different rules.
3. Make a booklet (each child has a page) about family rules.

Second Day

1. With class, discuss and differentiate who makes rules for community where we live.
2. Ask a policeman, commissioner, or social worker to visit class to talk about community living within the laws.

CAREER AWARENESS

Theme: Self-Awareness

Grade Level 2
Curriculum Area Language Arts
Art
Life Role Citizen
Leisure
Family

Purpose: To help the student gain a better awareness of himself.

Objectives: Given necessary materials, each child will make a booklet about himself by writing descriptive sentences and drawing pictures of himself.

Materials: A 12 page booklet for each child
Booklets may be made of 9 x 12 inch newsprint, folded and stapled.

Procedure: Take three or more days to make booklet. Complete sentences and draw appropriate pictures for each page.

1st Day

Page 1:

My name is ________.
I am ____ years old.
I weigh _____ pounds.
I am ______ inches tall.
(Cut piece of string correct length to show height and coil on page.)

Page 2:

My hair is ___________.

2nd Day

Page 3:

This is my hand.
(Trace around hand)

Page 4:

I have _____ teeth.
(Children count each others teeth.)

Page 5:

My friends are ______.

Page 6:

This is my family.

3rd Day

Page 7:

Something I like to do

Page 8:

A game I like to play.

Page 9:

My address is ______.

Page 10:

At home my work is . __

Page 11:

When I grow up I would like to be ______ .

Page 12:

Cover

CAREER AWARENESS

Theme: School Safety

Grade Level 2
Curriculum Area Health
Language Arts
Physical Education
Life Role Citizenship

Purpose: To promote the need for Safety Behavior on the playground.

Objectives: Each child will be able to demonstrate safety behavior by dramatizing before the class, how children can play together safely.

Materials:

Films: "Safety on the Playground"
"The Dangerous Playground"
"Shivers, Gobble & Snore - Why We Have Laws"

Film Loops "Ganging Up"
"The Cheat"

Books (Health) You and Others - Grade 2
Seven or So - Grade 2

Procedure:

1. Show one of the Playground Safety films or film loops.
2. Recall with class that you have discussed why rules are made and what is a rule. Ask how they react when someone doesn't play fair. Sometimes this ends the game and no one can enjoy playing. Sometimes it breaks up friendship and leaves the unfair person lonely because no one wants to play with him. Many children are hurt.
3. Break into groups of 3 or 4 and act out various situations of the following: right & wrong safety procedures for : using jump ropes, bouncing balls, climbing monkey bars, settling quarrels, taking turns, following game rules, etc.

2

LIFE ROLE LEISURE

CAREER AWARENESS

Theme: Art Gallery

Grade Level	2nd
Curriculum Area	Art Language Arts
Life Role	Leisure

Purpose: To create an awareness of what an art gallery is and what can be found in an art gallery.

Objectives: Given space on a bulletin board and table for displays, children will arrange their own art gallery.

Materials:
Art prints
Drawing paper
Paints
Paper
Book: Norman the Doorman, by Don Freeman

Procedure:
1. Read Norman the Doorman by Don Freeman
2. Discuss with the class what an art gallery is and what you see there.
3. Show class some famous prints and tell about 2 of them.
4. Children can arrange their own "art gallery" using prints from famous pictures and also their own creations, paintings, and drawings mounted for display.

CAREER AWARENESS

Theme: Barbecue Spear

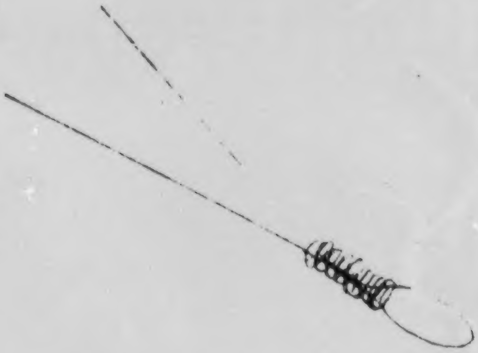
Grade Level 2
Curriculum Area Art
Life Role Leisure

Purpose: To acquaint the child with construction tasks.

Objectives: Given wire, yarn, raffia or plastic string, and shellac child will be able to make a barbecue spear.

Material: Long wire
Yarn, raffia or plastic string
Reference, Gifts Children Can Make, F.A. Owen Co.

Procedure: A long piece of wire bent once will make a holder for hot dog or marshmellows. Bend and leave space at the top for hanger. Wrap the overlapping portion with yarn, raffia, or plastic string, knot firmly and if anything but plastic is used, shellac. This will make it more durable and keep the pieces from slipping.



CAREER AWARENESS

Theme: Book Covers

Grade Level 2
Curriculum Area Art
Life Role Leisure

Purpose: To acquaint the child with construction tasks.

Objectives: Given oil cloth or plastic child will make a washable book cover.

Materials:
Oilcloth or plastic
Yarn or raffia

Procedure: Cut the length of the oilcloth or plastic so that it covers the book and extends inside each cover about 2 inches. Fold in both sides 2 inches with yarn or raffia, sew with an over-and-over stitch on the top and bottom edges. Slip your book into its new cover.

CAREER AWARENESS

Theme: Butter-Making

Grade Level	2
Curriculum Area	Social Studies Health
Life Role	Leisure

Purpose: To understand how workers can contribute to making bread and butter.

Objectives: Each child will participate in butter making. The children will be able to follow directions to develop a finished product.

Materials: Oven, Churn, Kits -- 3 quart jars with tight lids, 1½ pints whipping cream, small amount of salt, 1 double package Rhodes Ready-Baked bread, 1 mixing bowl, 1 teaspoon, 1 slicing knife, 3 table knives for spreading butter on bread, small paper cups.

Procedure:

1st day:
1. Children will go to neighborhood store to purchase needed materials listed above.
2. Make arrangements for getting bowls, pans, and utensils needed.

2nd day:
1. Churn butter or shake in jars with tight lid.
2. Bake bread in cafetorium oven or oven kit.
3. Taste buttermilk and spread butter on hot bread and eat.

CAREER AWARENESS

Theme: Feeding the Birds

Grade Level 2
Curriculum Area Art
Life Role Leisure

Purpose: To develop an appreciation of wild birds.

Objectives: Given a large star from styrofoam children will make a bird feeder.

Materials:
styrofoam star
bird seed such as sunflower seeds
reference - Gifts Children Can Make - F.A. Owen Co.

Procedure:

1. Discuss with class that birds in wintertime are always hunting for food. We can keep them by making a bird feeder.
2. Cut a large star from styrofoam. The star shape is convenient for the birds to land on. They perch on the points and several birds can share the food at the same time. Drop bird seed on styrofoam.

Theme: Fog

Grade Level 2
Curriculum Area Language Arts
Science
Art
Life Role Leisure

Purpose: To enrich children's knowledge about fog and show how it can change our daily schedule.

Objectives: After reading Carl Sandburg's poem "Fog", children talk about fog changing daily activities and illustrate with chalk one effect of fog.

Materials: chart with poem "Fog" by Carl Sandburg
white chalk
black paper

Procedure:
1. Read with class poem "Fog" by Carl Sandburg
2. List on chalk board the effects of fog on a community or your life such as: activities that are cancelled because of fog, traffic slows down, buses may come late, you can't see things clearly, the lawn is wet, ships blow fog horns, cars drive with their lights on and airplanes cannot land.
3. Children will draw pictures with white chalk on black paper about their own experiences or a make-believe experience on a foggy day.

Related activity:
1. Discuss with class how fog feels. What do you feel like? What do you think of?

CAREER AWARENESS

Theme: Gift for Pet Cat

Grade Level 2nd
Curriculum Area Art
Life Role Leisure

Purpose: Children become aware of the fun of making a gift for their pet cat.

Objectives: Given a discarded plastic ribbon holder, paper and crayons, child can make a toy for his cat.

Materials: Reference - Gifts Children Can Make, F.A.Owen Company

Procedure:

1. A cat's toy is made from a discarded plastic ribbon holder. Paste a piece of paper around the middle of the rings, on the outside. Crayon the pet's name on it.

CAREER AWARENESS

Theme: Grooming

Grade Level	2
Curriculum Area	Language Arts Health Art
Life Role	Leisure

Purpose: To motivate good grooming.

Objectives: Using a molding clay head and yarn for hair, child will become aware of the need for pleasant appearance.

Materials:
Book: Mop Top by Don Freeman
Clay
Red Yarn

Procedure:
1. Read Mop Top and discuss:
   - a. Why didn't Moppy want his hair cut?
   - b. Why did he decide to go to the barber shop?
   - c. What part of the story is the funniest?
2. Have children mold Moppy from clay topped with a "mop top" of red yarn.

Related Activities:
1. Children could draw "before and after" pictures of Moppy before his hair was cut and after his hair was cut.

CAREER AWARENESS

Theme: Imaginary Stories

Grade Level 2nd
Curriculum Area Language Arts
Art
Life Role Leisure

Purpose: To help child realize and see difference between imaginary and true stories.

Objectives: After reading this funny story Nobody Listens To Andrew by Elizabeth Guilfoile, the children will write their own imaginary story.

Materials:
Book - Nobody Listens to Andrew
writing paper
pencil
18 x 24 paper for booklet cover
crayons

Procedure:

1. Read book Nobody Listens to Andrew by Elizabeth Guilfoile.
2. Talk about times in life when people do not believe you.
3. Have children write their own imaginary stories about when no one would believe them.
4. Children can illustrate their own appropriate cover for booklet.

Related Activity
A group of children who have read this book might develop it into a flannel-board presentation.

CAREER AWARENESS

Theme: Kite Flying

Grade Level	2nd
Curriculum Area	Science Language Arts
Life Role	Leisure

Purpose: To help children discover what makes kites fly.

Objectives: Given a kite to fly, children will be able to have the experience of flying a kite.

Materials: Book: World Book, with story of Benjamin Franklin flying a kite and discovering electricity.
kite and string
P.G.E. kite safety booklet

Procedure:
1. Read story of Benjamin Franklin and discuss with children.
2. Children will go to open field to fly a kite.
3. In the classroom children will discuss what made the kite soar into the air; how air currents affect our lives.

Optional - Kite Safety Class - Use P.G.E. booklet

CAREER AWARENESS

Theme: Math Game

Grade Level 2nd
Curriculum Area Math
Art
Life Role Leisure

Purpose: To make game for a leisure time activity.

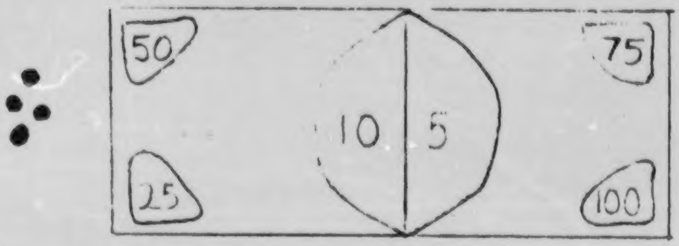
Objectives: Given 2 T.V. dinner dishes, board and marbles, children can make a math game for the classroom.

Materials:
2 T.V. dinner trays
marbles
board or cardboard
reference - Gifts Children Can Make, F.A. Owen Company

Procedure:

1. Screw 2 T.V. dinner dishes to a board, with the large areas of the dishes together as shown in the sketch. Number the different triangles to designate certain values in points, such as 25, 30, 50 and 100. Standing a few feet away from the tray, toss marbles into it to see how many points each player can get.

MARBLE TOSS



CAREER AWARENESS

Theme: Pencil Holder

Grade Level 2nd
Curriculum Area Art
Life Role Leisure

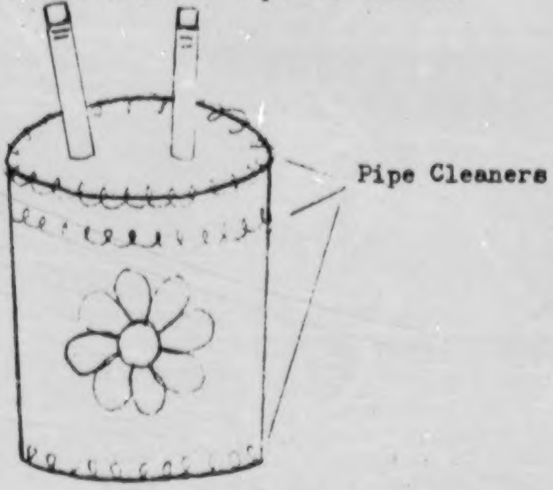
Purpose: Child will be able to make a pencil holder.

Objectives: Given an empty peanut butter jar and its cover, gold paint and picture, child will make a pencil holder.

Materials:
empty peanut butter jar with lid
drawing or pictures
pipe cleaners
gold paint
paste
reference - Gifts Children Can Make - F.A. Owen Company

Procedure:

1. Save an empty peanut butter jar and its cover. Paint the lid gold and then punch any number of holes in it, the size of pencils. Decorate jar by pasting a picture or drawing around it. Glue lengths of pipe cleaners around the bottom edge of the lid, on the jar just below it, and on the bottom edge of the jar. Screw the lid and there is a pencil holder.



CAREER AWARENESS

Theme: Recreation

Grade Level 2nd
Curriculum Area Art
Language Arts
Social Studies
Life Role Leisure

Purpose: To have the children become aware of the recreational areas available for family living.

Objectives: The class will make a book or a mural which show types of recreation areas in or near our community.

Materials: State map, city map, crayons, paints, paper.

Procedure:

1. Discuss where and what recreation areas children visited during summer vacation and write the places on chalk board.
2. Locate places of city map or state map.
3. Walk in neighborhood to nearest public park or recreatinnal area and play a game such as : Skip Tag.
4. Class can make it's class book or mural of a make-believe recreational area with these different types of areas like the zoo, neighborhood park, library, swimming pools, museums and State Parks.

CAREER AWARENESS

Theme: Tie and Belt Rack

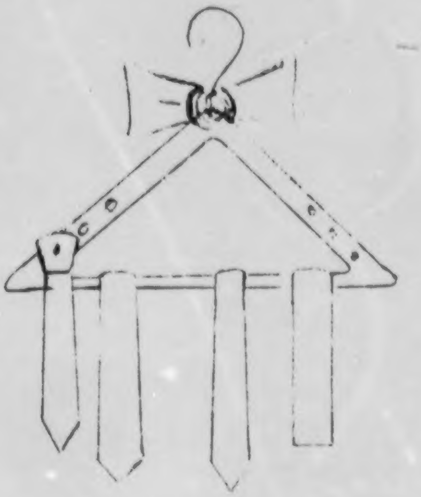
Grade Level 2
Curriculum Area Art
Life Role Leisure

Purpose: To acquaint the child with construction tasks.

Objectives: Given a wooden hanger, 6 brass screw hooks the child will make a tie and belt rack.

Materials: Reference Book - Gifts Children Can Make, F. A. Owen Company
wooden hanger
6 brass screw hooks
paste

Procedure:
1. Get a wooden hanger.
2. On the sloping sides of the top part, put 6 brass screw hooks, three on each side. Decorate by pasting a colorful cut - paper bow tie to the top of hanger.



CAREER AWARENESS

Theme: Travel

Grade Level 2
Curriculum Area Social Studies
Art
Language Arts
Life Role Leisure

Purpose: To familiarize students with workers observed in their travel experiences.

Objectives: After summer vacation trips each child will be able to:
1. illustrate role of workers.
2. trace trip on map.
3. interview a travel bureau.
4. make reservations.

Materials:
banner paper
crayons
U.S. map
colored pen or pencil

Procedure:
1. Children will decide on the National Park they visit.
2. Children will play role of calling a travel bureau to make plans for a trip by car.
3. Children will use a colored pen (or pencil) to trace trip on map.
4. Children will make an accordion book showing beginning and end of trip to the selected park.

Career
Awareness
Grade 3

Betty Aschenbrener
Sue Benson
Pat Pulley

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3

HEALTH AND SCIENCE

CAREER AWARENESS

Theme: Classification of Uses of Rock

Grade Level 3rd
Curriculum Area Science
Life Role Vocational
Other Supplementary activity for unit on rocks

Purpose: To discover some of the ways rocks are used.

Objective: Given the name of a worker and a pointer, the learner will be able to select at least one material the worker would use.
The learner will be able to name at least 3 jobs which use rock.
The learner will be able to select at least 3 pictures that fit into his specific classification.

Materials:
- magazines
- scissors
- glue
- oak tag

Procedure: Have the children relate some uses of rocks. Place these uses into the following categories:
- shelter
- transportation
- decorative
- other uses

Form the class into four groups. Have the children use magazines to cut out pictures which fit into their groups classification. As a group arrange and mount these on 18 x 12 oak tag, completely covering the background. Following completion discuss the uses discovered and have the children relate what kind of worker might do the work. Place charts on a bulletin board.

CAREER AWARENESS

Theme: Nutrition I: Purchasing a Nutritious Meal

Grade Level 3
Curriculum Area Health
Math
Life Role Family
Vocational
Other Supplementary Activity to Health and Growth, Unit 5

Purpose: To be able to select a nutritious meal for a family of four for a maximum of $5.00.

Objective: Given a newspaper ad, the learner will be able to select for a family of four a nutritious and well-balanced meal. The learner will be able to select and list items for this meal that will total $5.00 or less.

Material: Newspaper, paper and pencil
Book: Health and Growth, Scott, Foresman

Procedure: Group the children into pairs, so that at least one child in the pair has the ability to read the newspaper. Give each pair a supermarket ad from the newspaper. Have them select and write down the foods they would choose for a well-balanced meal. Also write down the cost of each item. Total the prices to see if they have stayed within the allotted $5.00 maximum. Trade lists with other groups and have them check each others meal selections and addition.

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Theme: Nutrition I, Purchasing a Nutritious Meal (continued)

Supplementary Activities:

I. The children might take their selections home and go shopping with mother to purchase those items. The children may want to help mother prepare the meal for the family. Report back to class on their experience.

II. Follow-up to the theme: "Using Your Spending Money". Have the children figure out how much money they saved, if any, of their $5.00 limit. Repeat this activity one day each week for a month to develop the idea of savings through meal planning. Have the children add the savings to their banks.

III. Find pictures in magazines that represent their meal selections. Cut out the pictures and paste on a 9 x 12 piece of construction paper. Assemble into book called, " Thrifty Dinners".

CAREER AWARENESS

Theme: Nutrition II: Field Trip to a Supermarket (Optional)

Grade Level 3
Curriculum Area Health
Life Role Vocational

Purpose: To acquaint the child with the variety of jobs available in a supermarket.
To become aware of the skills needed to perform these jobs.

Objectives: Given pencil and paper the learner will be able to: list at least 3 jobs performed in a market, and list at least one skill needed to perform the job.

Materials: pencil, paper

Procedure: Take a tour of the supermarket. Back in the classroom, discuss what the students saw. Have each child list 3 jobs he saw and the skill or skills necessary to perform the job.

Related Activities:
Do a mural of the supermarket showing the various workers performing their jobs.

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CAREER AWARENESS

Theme: Nutrition III: Write Your Own Recipe

Grade Level 3
Curriculum Area Health
Language Arts
Life Role Vocational
Leisure

Purpose: To have the learner analyze how a particular food is prepared.

Objective: Given a paper and pencil the learner will be able to:
develop a list of ingredients,
organize the use of his ingredients and
orally relate his recipe to a small group.

Procedure: Have the children write a recipe without using any outside information. Have them include a list of ingredients and amounts. Then write how you would put these together. When the recipes are completed, have the children orally relate their recipes to a small group.
In a class discussion, see if they found some recipes which they thought would work. Save their original recipes without any corrections.

Follow-Up: Nutrition III: "Bring a Recipe of a Favorite Food"

CAREER AWARENESS

Theme: Nutrition IV: Bring a Recipe of a Favorite Food

Grade Level 3
Curriculum Area Health
Handwriting
Life Role Vocational
Leisure

Purpose: To have the learner copy an actual recipe and to see how the pattern of a recipe compares with his original.

Objective: The learner will be able to see how a recipe is written and to copy the pattern.
After comparing an actual recipe with his "original", the learner will be able to orally relate to a small group what he discovered about a recipe.

Materials: a recipe, paper and pencil

Procedure: Each child is to obtain a recipe from home, library, etc. Make a copy of the recipe for his booklet. Have the child compare the recipe with his "original". In small groups, have each child orally relate to the group what he 'discovered' about how a recipe should be written. Then, discuss what was discovered.

Follow-up: Assemble the recipes into a class booklet. A frying pan shape might be used.

CAREER AWARENESS

Theme: Our Land and Its Beauty I

Grade Level 3
Curriculum Area Science
Life Role Leisure
Citizenship

Purpose: To make the learner aware of the effects that litter has upon our population.

Objectives: Learner will be able to recite at least 4 pleasures litter can deprive us of.
Learner will be able to recite at least 4 health hazards that affect us now and will affect us later.
Learner will be able to describe at least 4 kinds of damage that litter does to our land, by collecting pictorial data.
Learner will be able to recite at least 3 ways a third grader can help improve the litter problem.

Materials: Book: Who Cares? I Do! by Munro Leaf
Film: "Litterbug"
Optional: Visual Maker

Procedure: Teacher will read the book Who Cares? I Do! to the class.
Ask any questions that will open discussion of the following:
a) What pleasures litter can deprive us of.
b) How it affects our health now and later.
c) What litter does to our land.
d) Ways we can help to improve the litter problem.
Have students cut out photographs of a littered area and of a similar area which is neat. Mount these pictures on a piece of drawing paper.

Related Activities:
A. Using a Visual Maker photograph these pictures and have them made into slides.
B. Make a mural showing a city that is dirty and unlivable in chalk. As the children discuss ways to make the city beautiful, cover dirty areas in paint, creating a clean, livable city.

CAREER AWARENESS

Theme: Our Land and It's Beauty II

Grade Level 3
Curriculum Area Science
Life Role Citizenship
Leisure

Purpose: To make the learner aware that a public park can be kept clean and beautiful.

Objectives:
A. The learner will be able to recite at least 3 activities that can take place in a park.
B. The learner will be able to recite at least 2 reasons why workers are needed in these parks to help preserve their beauty.
C. The learner will be able to recite at least 2 of his responsibilities in keeping the parks clean.

Materials: Camera

Procedure: Take a field trip to Oxbow Park, east of Gresham, Oregon. Upon returning to school, discuss with the children what they observed and how these observations affected their feelings.

Some of the observations will be the natural beauties, activities, and workers within the park.

Related Activities:
Have 2 or 3 children take cameras on the trip to take photographs which can be shown and posted in the classroom.

CAREER AWARENESS

Theme: Physical Attributes Needed for Leisure Time Activities

Grade Level 3
Curriculum Area Health
Life Role Leisure
Other Supplementary Activity to Health and Growth, Unit 4

Purpose: To make the child aware that a healthy body is necessary to participate in physical activities in their leisure time.

Objectives: Through a simple crayon illustration the learner will be able to identify at least 2 physical attributes and at least 2 physical leisure time activities.
The learner will be able to analyze and match on their illustrations these physical leisure time activities.

Materials: Writing paper
9 x 12 construction paper
Crayons or felt pens
Book: Health and Growth, Scott, Foresman

Procedure: Ask the children what kinds of activities they enjoy doing in their leisure time. List on the chalkboard. On another part of the chalkboard list the physical attributes necessary to perform these activities well. From these lists on the board have the children match on a sheet of paper, the appropriate physical attributes with the specific activity. Accept any matching the child chooses. On a piece of 9 x 12 construction paper have the children draw with stick figures an example of one activity for each physical attribute. Assemble these drawings into a book divided into the categories of physical attributes that were listed on the board.

3

LANGUAGE ARTS

CAREER AWARENESS

Theme: "Charlotte's Web"

Grade Level 3
Curriculum Area Literature
Language Arts
Handwriting
Life Role Leisure
Prerequisite Read "Charlotte's Web" to the class

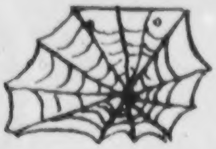
Purpose: To have the children create a book which tells why he would like to be a certain character.

Objectives: Given paper and pencil the learner will be able to write a sentence telling why he would like to be a certain character.
After 'index' cards are designed for the booklet the learner will be able to 'file' his card or page.

Materials: Book: Charlotte's Web
Paper and pencil
Booklet pages cut into small web shapes
Tagboard pages cut into slightly larger web shapes for index

Procedure: Session I:
After the reading of Charlotte's Web has been completed have the children select a character and write a sentence telling why they would like to 'be' that character.

Session II:
After the teacher makes spelling and other corrections have the children copy their sentences onto a web-shaped page for the class booklet. (For a math lesson the child might put several lines on, using a ruler to space them correctly.)



Have the children design and illustrate 'their' character on the tagboard 'index' page. Select one index page for each character. Have the children place their page in the booklet under the correct 'index' page. Use the other tagboard illustrations on a bulletin board.

CAREER AWARENESS

Theme: Cinquain Poetry

Grade Level 3
Curriculum Area Language Arts
Life Role Vocational
Leisure

Purpose: To write a poem using the cinquain form.

Objectives: Given a paper and pencil the learner will be able to write a poem using the cinquain form. (Samples of cinquain poems follow.)

Materials: Chart the following Cinquain pattern on chalkboard or tagboard.

First line	A noun that names the subject
Second line	Two words, describing the subject
Third line	Three words expressing an action
Fourth line	Four words expressing a feeling
Fifth line	Another word for the subject

Procedure: Explain the chart. Give some examples. The following might be used.

Vacation
Happy days
Fishing, sitting, dreaming
Lazy, but who cares?
Freedom!

Wind
Soft, summer
Grass slowly swaying
Whispering to the crickets
Breeze

Pacific
Mighty waves
Splashing, spraying, roaring
Clapping against the shores
Ocean

Tree
Tall skeleton
Waving wicked branches
Casting eerie haunted spells
Halloween

Have the class develop some together. Put them on the board. Discuss the cinquains. Have the students write their own.

Follow-up:
Illustrate the poems and assemble into a notebook.

CAREER AWARENESS

Theme: Haiku

Grade Level	3
Curriculum Area	Language Arts
Life Role	Leisure Vocational

Purpose: To write a poem in the Haiku.

Objective: Given a paper, pencil, and photograph, the learner will be able to write a poem in Haiku form.

Materials: Paper, pencil, picture or photograph for each child.
Books: Atwood, Haiku: The Mood of Earth
Behn, Cricket Song
Henderson, An Introduction to Japanese Haiku
Lewis, In A Spring Garden

Procedure: Read some examples of Haiku to the class. Through discussion make the learners aware that the purpose of Haiku is to express a feeling in a short phrase. Haiku poems must contain a total of 17 syllables. Five in the first line, 7 in the second line, and 5 in the last line. The lines do not rhyme. After a thorough discussion of the technique used to write Haiku, pass out a picture to each child and have him write a Haiku to fit the picture. The picture might be pasted on the paper and assembled into a booklet.

3

MUSIC

CAREER AWARENESS

Theme: Making Musical Instruments

Grade Level 3
Curriculum Area Music
Life Role Leisure
Other Discovering Music, p. 71

Purpose: To make a simple musical instrument and to use them as rhythmical accompaniment to an integral part of a song.

Objectives: The learner will be able to make one simple musical instrument.
The learner will be able to use his instrument in a song.
The learner will be able to create a name for his instrument.

Materials: Any objects the learner can assemble to make a sound, i.e. a pie pan and a spoon, a container filled with dry beans to shake, flattened out bottle caps nailed loosely to a stick, an empty bottle to blow on, waxed paper and a comb, etc.

Procedure: Introduce the song "We Are Good Musicians". Discuss with the class the various instruments mentioned in the song. Ask the class if they can think of something they might have at home or at school that would create a sound they could substitute for the instruments mentioned. After each child has brought in his instrument, have the child give his instrument a name that will fit the rhythm of the song. Sing the song again substituting an instrument and its name in the appropriate place in the song. This activity should be repeated several times over a 2 or 3 week period so that each child will have a turn.

CAREER AWARENESS

Theme: "City Sounds"

Grade Level	3
Curriculum Area	Social Studies Music
Life Role	Leisure

Purpose: To make the learner aware of the various sounds of the city.

Objectives: The learner will be able to interpret, through body language at least 4 city sounds.

Materials: Holt Databank System - Inquiring About Cities
Cassette player - recorder

Procedure: If your particular school does not use the Holt adaption, obtain a copy of the poem "The Beat of the City". The teacher will read the poem to the class. As the teacher is reading the poem and comes to parts of the poem that indicate a certain city sound, have the class imitate the sound by clapping their hands, tapping their feet, etc. in a rhythmic pattern. Discuss with the class the method of making each particular sound so that there will be a uniformity of sound. After the rhythmic patterns have been established, record on a cassette.

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CAREER AWARENESS

Theme: The Tree in the Wood

Grade Level 3
Curriculum Area Music
Reading
Language Arts
Art
Life Role Leisure
Vocational
Other Use with remedial reading group

Purpose: To add new lines to a song and create a booklet illustrating the song.

Objectives: The learner will be able to:
Sing by rote an entire song
Recite orally at least one new verse of his own creation which follows the song pattern.
Illustrate at least one verse of the song.

Materials: One copy of Discovering Music for each child, pencil, paper, crayons, paint felt pens and a recording of "The Tree in the Woods".

Procedure: Pass out music books to group, turn to page 79. Play the record "The Tree in the Woods". Have the children follow the words in the book as they listen to the record. Play the record again and have the children sing along. After they have sung the song, discuss the pattern they hear and see being developed in the song. Tell the children that today they are going to be lyricists (discuss the word and its meaning.) Each child will add at least one new verse to the song fitting the pattern they discussed. The teacher will write these new verses on the chalkboard as the children dictate them.

Let each child choose the verse or verses of the song he would like to copy and illustrate. Assemble the illustrations and verses into a booklet. Let students share the booklet with the rest of the class. Have the class sing the song with the new verses.

3

SELF AWARENESS

CAREER AWARENESS

Theme: Self Awareness: "Decision Making"

Grade Level 3
Curriculum Area Social Studies
Language Arts
Life Role Citizenship

Purpose: To help the children make decisions.

Objectives: Given magazines or photographs, the learner will be able to:

1. select at least one thing that depicts what he feels, likes, loves and wants to know.
2. select at least one thing which depicts his community, family, hobby and future vocation.

Materials: Manila folders, library pockets, 5 x 7 index cards, magazines, photographs, scissors, glue

Procedure: Have the child put library book pockets on a manila folder. Place four pockets on the left for pictures of WHAT I LOVE, LIKE, FEEL, AND WANT TO KNOW. Place four pockets on the right for my community, job, hobby, and family. The child will select a picture from a magazine and paste it onto an index card or the child may use a photograph. The picture is then placed in the appropriate pocket. The child may make changes but he must make a decision about what one thing belongs in a pocket. This folder may be used over a long period of time.

CAREER AWARENESS

Theme: What Do I Want To Be?

Grade Level	3
Curriculum Area	Language Arts Art
Life Role	Vocational

Purpose: To make the child aware of what he wants to be when he grows up and what personal attributes he feels he can bring to his job to make it a success.

Objectives: The learner will be able to list on the back of his cut-out figure at least four attributes he possesses to make a success of the occupation he has chosen.

Materials:
butcher paper
crayons, felt pens, chalk or tempera paint
scissors

Procedure: Have the children draw themselves on a large sheet of paper dressed in the uniform of the occupation they are interested in. If no uniform is involved, have them draw themselves holding a tool they might use. Cut out the figure. On the back of the figure have them list their personal attributes that might help them to be successful at this job. Arrange on bulletin board or on wall either in the classroom or in the hall.

CAREER AWARENESS

Theme: Self-Awareness

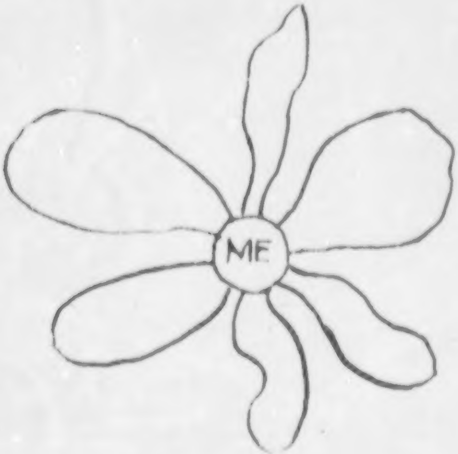
Grade Level 3
Curriculum Area Language Arts
Life Role Family

Purpose: To have child become aware of himself and the things that are important to him in his environment.

Objectives: Given paper and pencil, the learner will be able to list at least 3 factors in his environment that are important to him.

Materials:
12 x 18 construction paper
felt pens or crayons

Procedure: Have the child list some factors in his environment that are important to him. Have child draw abstract daisy design on construction paper. Each petal would stand for one thing which the child feels is important to him in his environment. Place child's own name in center of flower.



3

SOCIAL STUDIES

CAREER AWARENESS

Theme: Assembly Line I

Grade Level 3
Curriculum Area Social Studies
Career Cluster Vocational

Purpose:	To acquaint the learner with assembly line work.
Objectives:	The learner will be able to list at least two elements of assembly line work.
Materials:	None
Procedure:	The teacher will explain to the students what an assembly line is. Discuss the monotony of repetitious work and also that production can be speeded up by this type of work. Results of the discussion will be listed on the chalkboard. Follow-up with Activity II.

CAREER AWARENESS

Theme: Assembly Line II

Grade Level 3
Curriculum Area Social Studies
Life Role Vocational

Purpose: The learner will be able to participate in an assembly line production.

Objectives: The learner will be able to perform at least one specific job related to the specific project.
The learner will be able to recite orally at least one advantage and one disadvantage of assembly line work.

Materials: Materials will be selected according to the project chosen by the class.
Idea Book #193

Procedure: From a list of projects that could be produced in an assembly line, have the students select a project to produce. Through a class discussion list the different jobs necessary to complete this project and the materials needed. Depending on the number of jobs needed, form groups so that each group will have a project to complete and each student will have a job to perform. Upon completion of the projects discuss how the students felt about doing this type of work, and the advantages and disadvantages they discovered in doing the project.

CAREER AWARENESS

Theme: Class Officers I

Grade Level 3
Curriculum Area Social Studies
Language Arts
Life Role Citizenship

Purpose: To recognize responsible leadership qualities, to select a class leader, to identify and select classroom jobs.

Objectives: Given a pencil and paper the learner will be able to identify and list at least 3 characteristics of a positive leader.
The learner will be able to relate orally at least 5 necessary classroom jobs.
The learner will be able to demonstrate responsibility for classroom jobs by performing the job.
The learner will be able to select by nominating and voting for a capable and responsible leader.

Materials: Films: "Beginning Responsibility"; "Rules at School", "Beginning Responsibility"; "Taking Care of Things".
Book: The Little Red Hen

Procedure: A film emphasizing responsibility might be presented and discussed. The story of The Little Red Hen could be read with the learners listening for how the characters interrelate in relationships to responsibilities. After discussion, have the children decide what constitutes a responsible, capable leader. Develop a list on chalkboard or chart. Nominate and select a class leader, who will then select members to be responsible for jobs.

CAREER AWARENESS

Theme: Class Officers II

Grade Level 3
Curriculum Area Art
Life Role Citizenship

Purpose: To organize the class list of leadership qualities into an illustration. To operate as groups in accumulating materials.

Objectives: In group discussion the learners will be able to organize the list from Activity I into a circular pattern. The learner will be able to plan and make decisions in a group.

Materials: magazines, tagboard, (large circles, wedge shaped pieces) scissors, glue, crayons.

Procedure: Make large circles from tagboard. Divide into wedges based on the number of leadership qualities on the list. Cut out wedges. Form groups, each child responsible for a word on their circle chart. Cut out letters from magazines to form words on the wedge. Meet in a group, form the circle from the wedges and place letters on the wedge.

Group determines the position of the words. Glue the words on wedge, then decide on a design and color scheme for each section of the circle. Each person does their section--when complete, make final assembly and glue onto tagboard.

CAREER AWARENESS

Theme: Class Officers III - Evaluation Barometer

Grade Level 3
Curriculum Area Math
Life Role Citizenship

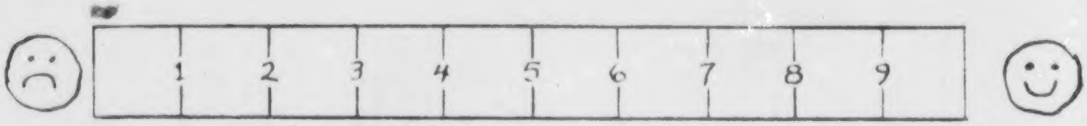
Purpose: To evaluate the leader's job performance midway and final.

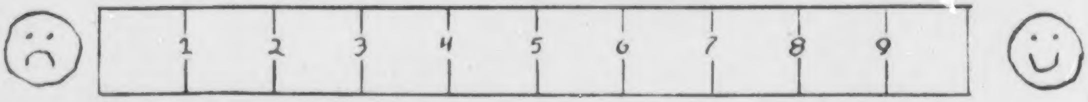
Objectives: Given a pencil, crayon or felt pen the learner will be able to express his feelings on a measuring device about how the class leader is functioning. In a discussion with the teacher the leader will be able from information gathered, to reflect upon the class evaluation and to analyze whether he might need to change his behavior. The leader will be able to compare the final evaluation with the midway evaluation by observation of the computed data.

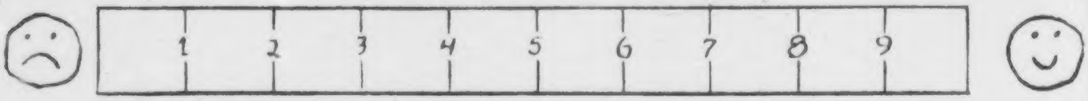
Materials: Barometers (ditto)

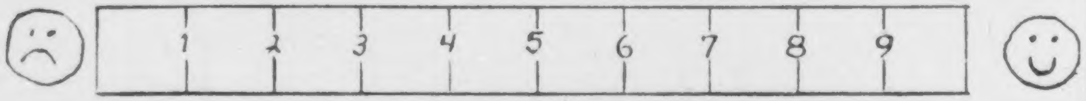
Procedure: Explain to the class that on a scale of 0 to 10 they are to indicate on the barometer their evaluation of the leader's job performance. Emphasize it is the job performance not the personality of the leader being evaluated. Have the students respond on the barometer. With the class, tabulate the results by adding the scores and computing the average.

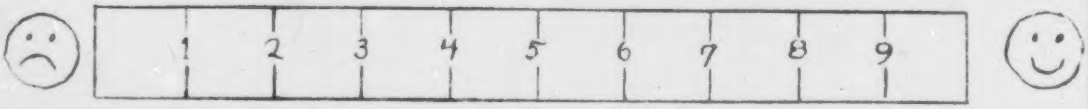
Theme: Class Officers III - Evaluation Barometer











CAREER AWARENESS

Theme: Occupational Awareness I

Grade Level 3
Curriculum Area Career Education
Life Role Vocational

Purpose: The learner will be made aware of the different methods of learning about and obtaining employment.

Objectives:
1. The learner will be able to relate orally at least 3 ways of learning about jobs available.
2. The learner will be able to relate at least 3 ways of making applications for a job.

Materials: Chalk, chalkboard

Procedure: Ask the question, "How would you go about obtaining employment?"

During the discussion with the students list on the chalkboard the ways in which they would learn about jobs and how they would obtain the jobs.

CAREER AWARENESS

Theme: Occupational Awareness II

Grade Level 3
Curriculum Area Career Education
Life Role Vocational

Purpose: To enable the learner to head "help wanted" ads.

Objectives: By collecting help wanted data, the laearner will be able to:
identify at least 4 categories of jobs available
caregorize 12 different ads

Materials: Newspaper, Oak Tag, Paste, Scissors

Procedure: Have the children bring newspapers to class. Have the children cut out help wanted ads and organize them into categories as to the different types of jobs available.

Divide the oak tag into sections and paste the ads into the categories they develop.

CAREER AWARENESS

Theme: Occupational Awareness III

Grade Level 3
Curriculum Area Career Education
Life Role Vocational

Purpose: To make the learner aware of the importance of a job interview.

Objectives: From the interviews the groups will prepare the learner will be able to:

1. Recite at least 2 questions that would be necessary for any job interview.
2. Recite at least 2 specific questions relating to at least one specific job.

Materials: Oak tag for each group
Felt pen for each group

Procedure: Ask the students what questions they think should be asked in a job interview. In the discussion certain observations should be made such as:

1. What questions should be asked and why
2. Should every interview contain the same questions; why or why not

Divide the class into groups of 5 and prepare an interview of 5 to 10 questions for a specific job. This activity might be related to "Jobs Within a School".

CAREER AWARENESS

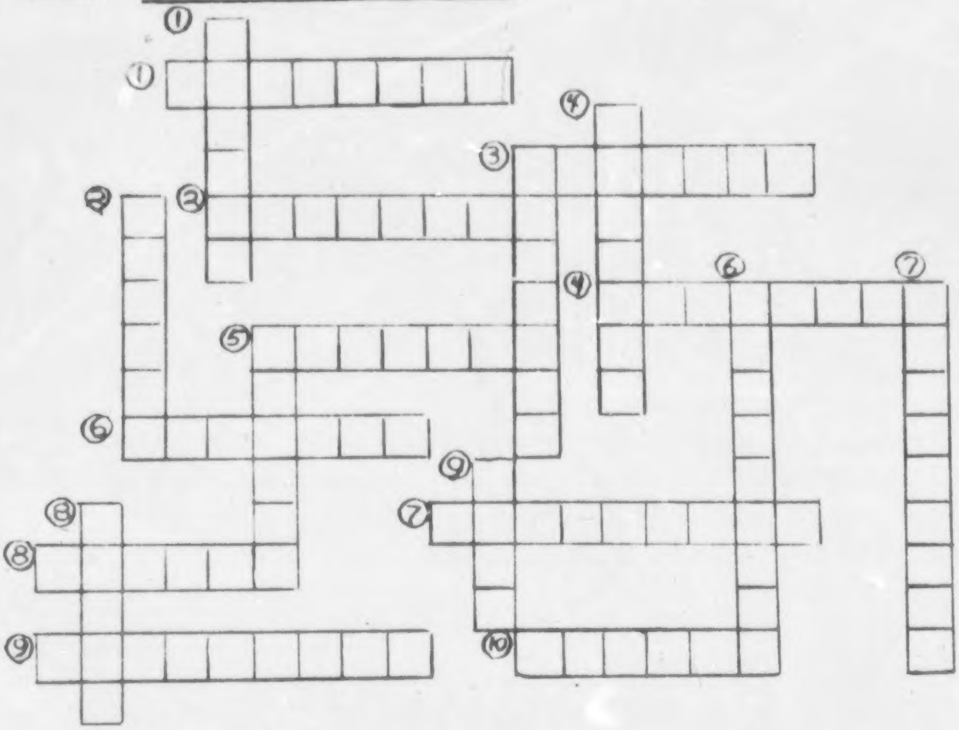
Theme: Crossword Puzzle

Grade Level 3
Curriculum Area Language Arts
Life Role Vocational

Purpose:	To match job description with a job.
Objective:	Given pencil and a copy of a crossword puzzle, the learner will be able to match a job description with a job listed and fill in the crossword puzzle.
Materials:	Crossword puzzle (see following page) Pencil
Procedure:	Pass out copies of the crossword puzzle to the class. The children may work individually or in pairs to complete the puzzle.

Optional: The teacher may leave out the list of jobs and have the learners look up correct spelling on their own.

Theme: Crossword Puzzle (cont.)

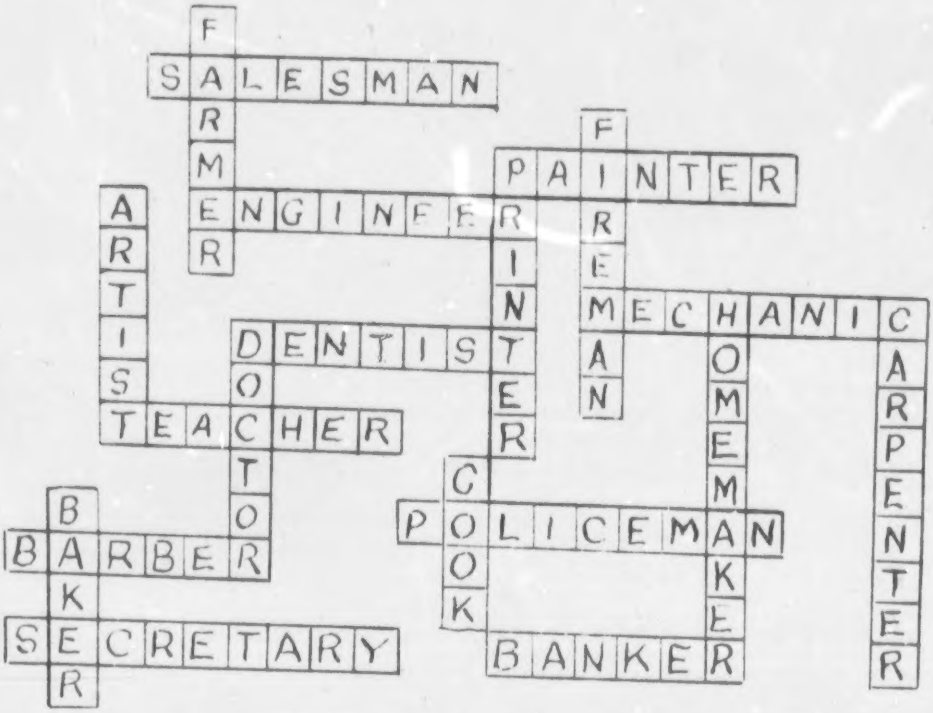


Across
1. I sell things to people
2. I help run a train
3. I make your house pretty
4. I work on motors
5. I take care of your teeth
6. I help you learn
7. I am your friend and help protect you
8. I cut your hair
9. I work in an office
10. I take care of your money

Down
1. I grow food for you to eat
2. I make beautiful things to see
3. I work on a newspaper
4. I help put out fires
5. I make sick people well
6. I take care of the home
7. I build things out of wood
8. I work in a bakery
9. I work in a restaurant

Artist
Baker
Banker
Barber
Carpenter
Cook
Dentist
Doctor
Engineer
Farmer
Fireman
Homemaker
Mechanic
Painter
Policeman
Printer
Salesman
Secretary
Teacher

Theme: Crossword Puzzle (continued)



CAREER AWARENESS

Theme: Occupations in the Home I

Grade Level 3
Curriculum Area Reading
Life Role Family

Purpose: To make the learner aware that an occupation can be performed in the home and the different roles family members will play in performing this occupation.

Objectives:
1. The learner will be able to dramatize by role playing a home occupation to the class.
2. The learner will be able to identify the different roles family members will perform in the home.
3. The learner will be able to relate orally the importance of family members working together.

Materials: Textbook "Magic Windows"

Procedure: Teacher will introduce the reading lesson "Joey's Job" to one group. The children will read the story and then discuss it. They will then organize as a role playing group and dramatize the activity to the remainder or the class. Following the dramatization, the teacher will have the entire class discuss the activity.

Resource: Role Playing for Social Values
by Fannie Shaftel

CAREER AWARENESS

Theme: Occupations in the Home II

Grade Level 3
Curriculum Area Language Arts
Social Studies
Life Role Family
Vocational

Purpose: To make the learner aware of the various occupations that can be done in the home.

Objectives: Through sentences and illustrations the learner will be able:

1. to identify at least five jobs or services that can be performed in the home.
2. to identify at least one tool necessary to perform the above five jobs.
3. to identify the ways in which at least two of the above five jobs or services can be sold.
4. to identify the various family members who are performing these jobs.

Materials: Chalk, chalkboard, crayons, pencil and paper

Procedure: The teacher will survey the class as to the possible jobs that could be performed by different members of the family in the home and list these on the chalkboard. Discuss and list the following:

a) skills and tools necessary to perform these jobs.
b) how products of the job or service of the job are sold.
c) how various members of the family may participate in these jobs.

Using the data collected on the board the children will draw a picture and write a simple sentence about each worker performing his particular jobs. Assemble into a booklet.

CAREER AWARENESS

Theme: Jobs Within a School I

Grade Level 3
Curriculum Area Social Studies
Life Role Vocational

Purpose: To develop an awareness of the variety of jobs within a school, and to make the child aware that all work is important.

Objectives: Given a pencil and paper:
the learners will be able to identify 5 school workers.
the learner will be able to identify at least one reason why each job is important.

Materials: Chalkboard, chalk, pencil, paper.

Procedure: The teacher will ask an open-ended question regarding all the jobs existing in their building. The teacher will list all the jobs that the children identify on the chalkboard. Make sample chart on chalkboard, dividing it up into squares with various headings--worker, job description, training needed, goods or serviecces produced, how paid, let children speculate on what kinds of information would be listed under each heading. Accept all answers, telling the children that in succeeding lessons they will receive information from these workers which will help them in forming valid answers.

CAREER AWARENESS

Theme: Jobs Within A School II

Grade Level 3
Curriculum Area Social Studies
Life Role Vocational

Purpose: To make the child aware that different jobs require different skills and tools.

Objectives: Following the workers visit to the classroom, the learner will be able to relate orally:

1. 3 skills necessary for each occupation.
2. 3 tasks each worker performs in the school.
3. 3 tools necessary for each occupation.
4. the relationship between subjects studied in school to job requirements.

Materials: Chalkboard, chalk

Procedure: Invite various school workers to classroom to discuss their jobs with the students. Have workers bring forms used in their jobs that necessitate Reading, Mathematics, and Language Arts competency with them.

During a follow up discussion list any information gathered on the chalkboard. Place forms brought by workers on a bulletin board.

Optional Activities:

1. Have students write a story about one or more of these workers. Assemble these into a book and present the book to the worker.
2. Students could write and illustrate a poem about these workers.
3. Role-playing

CAREER AWARENESS

Theme: Jobs Within the School III

Grade Level 3
Curriculum Area Social Studies
Life Role Vocational

Purpose: To enable a student to categorize information about the jobs within the school.

Objectives:
1. The learners taking turns will list under appropriate headings on the oak tag chart all the data collected in activities I and II.
2. The learner will be able to relate orally at least two likenesses and differences between two occupations listed.

Materials: Divided oak tag chart make from sketch on chalkboard used in previous activity, felt pens.

Procedure: From information gathered from school workers in Activity I and II, the children can complete the chart started in Activity I. Discuss information on completed chart and help students discover likenesses and differences in relation to the heading developed in Activity I.

CAREER AWARENESS

Theme: Using Your "Spending Money" I

Grade Level 3
Curriculum Area Social Studies
Economics
Life Role Leisure
Family

Purpose: To make the child aware that each person has certain needs that must be met and also has certain wants. To make the child aware that with more leisure time, we will have to find ways to use it.

Objectives: Given pencil and paper the learner will be able to list at least three necessities and three luxuries.

Materials: Films, "We Make Choices"
"Primary Economics" (optional)
"Beginning Responsibility: Using Money Wisely"
Paper
Pencil

Procedure: If the teacher is going to use a film, show it first to stimulate discussion of what a person needs and what a person wants. Have the children tell what things he needs to survive -- i.e. food, clothing, shelter, medical care -- list these on the board. Have the child then make his own list, dividing his paper into two columns headed WANTS AND NEEDS. On the Want side of the column have the child list the things he wants that he can buy with his own "spending" money, or with money spent on him for luxuries by his parents. When the lists are completed, discuss with the class whether this money could have been spent better on some leisure time activity.

CAREER AWARENESS

Theme: Using your "Spending Money" II

Grade Level 3
Curriculum Area Art
Life Role Leisure

Purpose: To create a bank which can be used in developing computational skills.

Objectives: Given the materials the learner will be able to create a functional object for each child.

Materials: Cans with plastic lids or any convenient materials i.e. boxes, oatmeal containers, jars, etc.

Procedure: Make banks and decorate as desired.

CAREER AWARENESS

Theme: Using Your "Spending Money" III

Grade Level	3
Curriculum Area	Social Studies
	Math
Life Role	Leisure
	Family

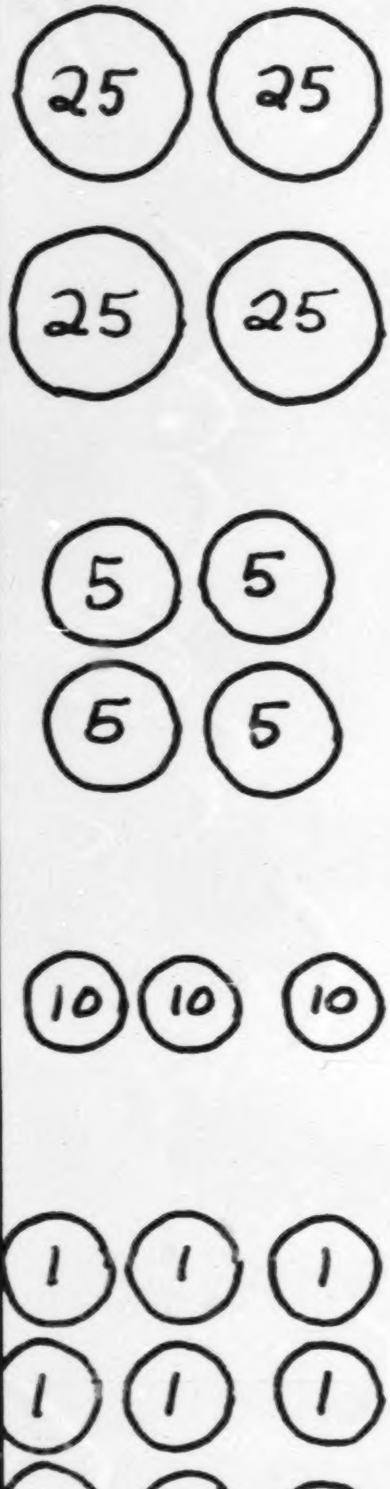
Purpose: To use computation skills to analyze how money is spent and to look at other uses for this money.

Objectives: The learner will be able to:

1. Calculate the amount of money used on luxuries for himself.
2. Estimate the cost of at least one leisure time activity.
3. Analyze how the cost of at least one leisure time activity might be covered by his "spending money" or by other means.

Materials: Play money or use following sheet in verifax copier.

Procedure: Each day for one week, use a piggy bank. Have the children discuss in pairs what they bought or was bought for them that was a luxury. Put "coins" or "bills" into the piggy bank for each luxury item. At the end of the week total up the amounts. During the week have the class list and figure out the costs of some leisure time activities. At the end of the week, form groups of 4 to 6 students. Add up the totals of the groups luxury items. Have the teacher find an average for each group. Then have pairs or three decide how their average sum might be best spent for each child in their small group. Each child lists their choices and adds up the cost.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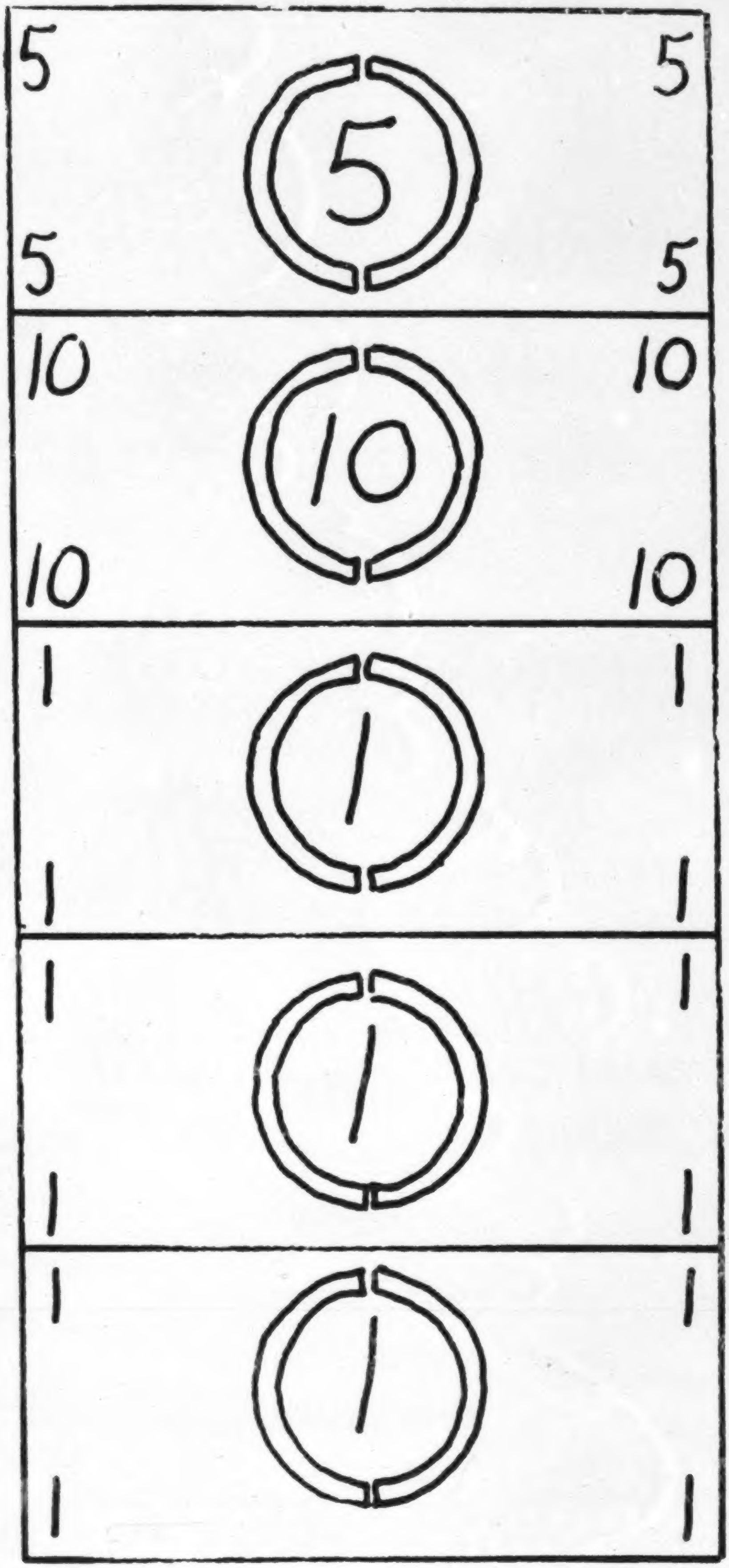
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CAREER AWARENESS

Theme: Walking Tour of Downtown Portland

Grade Level 3
Curriculum Area Social Studies
Life Role All Four

Purpose: To help the child become aware of the various types of buildings in a downtown area.

Objectives: Given pencil and paper the learner will be able to classify at least two of the various types of buildings seen into the four life roles.

Materials: Pencil, paper
(Magazines, construction paper)

Procedure: After completing the walking tour, discuss the various types of buildings seen. List these on the chalkboard. Have the children take a piece of paper and fold it in half. Head each section with one of the four life roles. Under each heading list the buildings that fit the specific life role.

Related Activities:
Find pictures of various kinds of buildings, cut them out and paste on construction paper to make a collage.

CAREER AWARENESS

Theme: "What Size Is the City?"
Read Inquiring About Cities
Page 19-32

Grade Level	3
Curriculum Area	Social Studies
Life Role	Vocational
Other	Prerequisite Holt Data Bank System

Purpose: To apply a 'trade test' to a city by finding the number of highways entering it.

Objectives: Given a road map of Oregon the learner will be able to indicate the number of highways entering at least 3 cities in the Willamette Valley.
By observing the number of highways the learner will be able to make a hypothesis about the size of at least 3 of the towns.
By using the road map the learner will be able to verify whether his hypothesis about at least 3 cities was correct.

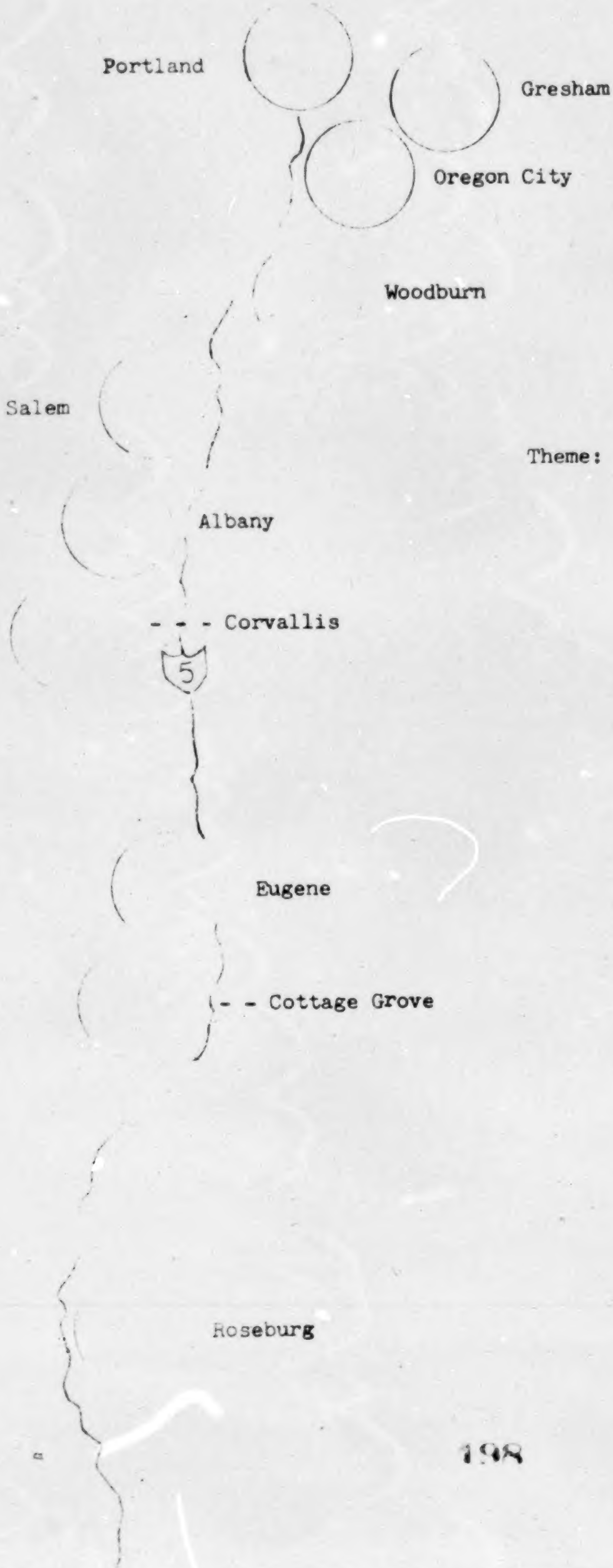
Materials: pencils
six Oregon Road Maps
A simplified map of cities in the Willamette Valley.
(see illustration)
Book: Inquiring About Cities, Holt

Procedure: Give each student a simplified map. Form students into groups of 4-6.
Give each group a road map. Using their "map ditto sheets" have the students indicate the number and size of the roads which lead to the cities. Example:

Portland

Theme: "What Size Is the City?" (cont.)

After the simplified maps are completed have each student, without looking at the road map, put his hypothesis on his map about what size the city is, i.e. large, medium, small. On the short line under the city put L, M or S. Discuss the 'guesses' with the class. Then have each group use the population symbol chart on their road map to find and record on their maps the approximate size of each city.



Theme: What Size Is The City?

EVALUATION FORMS

CAREER AWARENESS LESSON EVALUATION

LESSON TITLE ____

		Poor				Excellent	
1.	How well did you like it?	1	2	3	4	5	6
2.	How well did it accomplish the stated objective?	1	2	3	4	5	6
3.	Is it appropriate to grade level?	1	2	3	4	5	6
4.	Student reaction	1	2	3	4	5	6

5. Activity used by ________whole class ________small group

6. Changes (if any)?

Name of Evaluator ______________________ School ____________________

Date of Evaluation ______________________ Grade ____________________

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